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SIXTY-NINTH ANNUAL REPORT
of the
STATE SUPERINTENDENT
OF EDUCATION
of the
State of South Carolina

1937



PRINTED UNDER THE DIRECTION OF THE
JOINT COMMITTEE ON PRINTING
GENERAL ASSEMBLY OF SOUTH CAROLINA

SIXTY-NINTH ANNUAL REPORT
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STATE SUPERINTENDENT
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LETTER OF TRANSMITTAL

Honorable Olin D. Johnston,
Executive Chamber,
Columbia, South Carolina.

My dear Governor:

In compliance with my duties under Section 5274 of the Code of Laws of South Carolina, I am herewith submitting to you my annual report for the school year 1936-37.

I wish to say to you as a loyal friend and supporter of public education that through school attendance laws, organization of larger school units, increased efficiency of teachers, transportation of pupils, construction and improvement of school plants, rental of textbooks, enrichment of instruction, increased appropriation for schools from other than direct property levies, we have gone a far way in the advancement of the general welfare of our people and the education and development of our children if we but make judicious and wise use of these blessings.

Respectfully yours,

JAMES H. HOPE,
State Superintendent of Education.

January 10, 1938.

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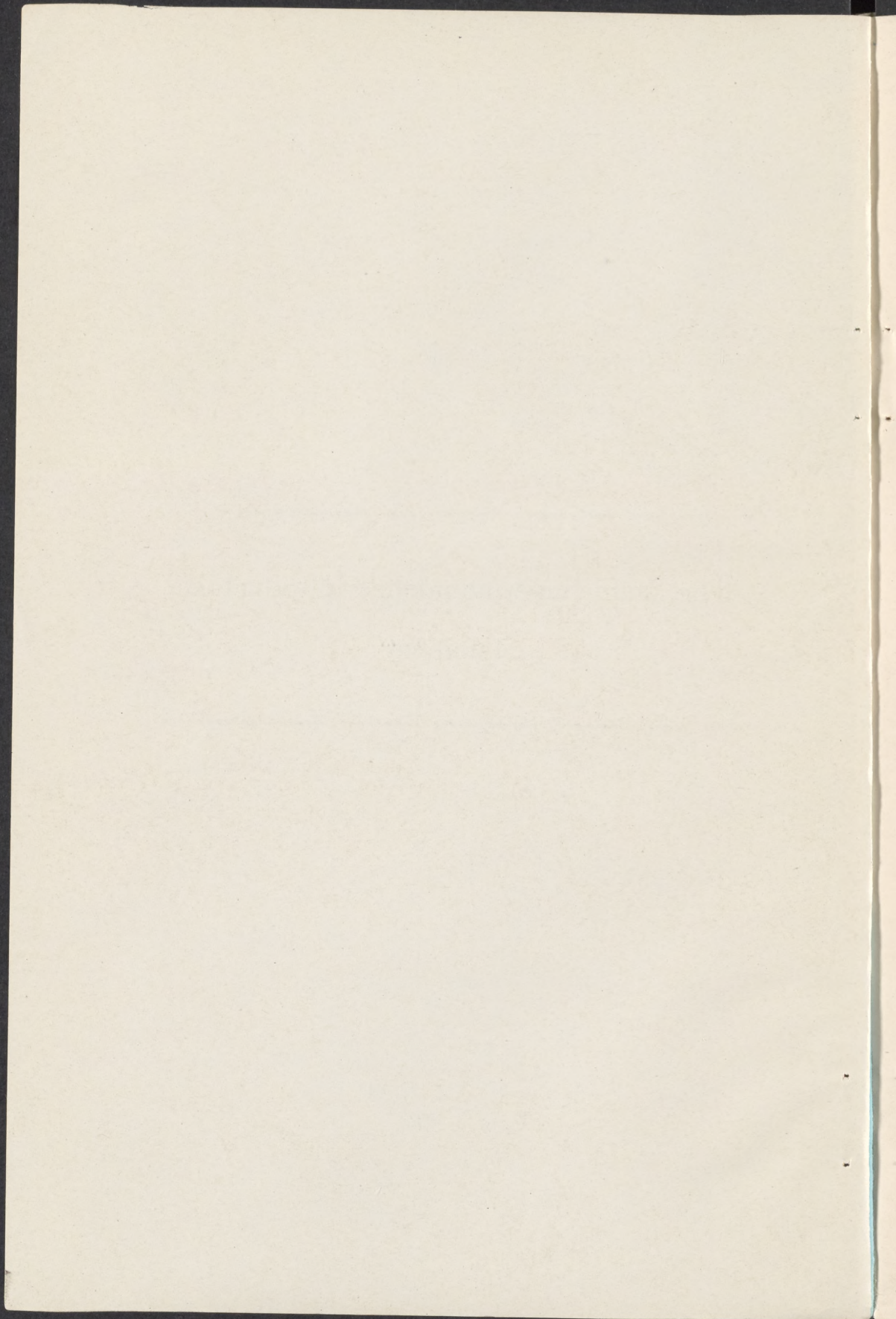
GENERAL REPORT

CHAPTER I

OF THE STATE SUPERINTENDENT'S INTRODUCTORY STATEMENT

When the State Superintendent of Education is first called upon to make a report to the Legislature, he is often at a loss to know what to say. He is not a politician, and he is not a lawyer. He is a man of letters, and he is a man of science. He is a man of high character, and he is a man of high ability. He is a man of high honor, and he is a man of high integrity. He is a man of high courage, and he is a man of high strength. He is a man of high wisdom, and he is a man of high power. He is a man of high virtue, and he is a man of high worth. He is a man of high fame, and he is a man of high glory. He is a man of high honor, and he is a man of high integrity. He is a man of high courage, and he is a man of high strength. He is a man of high wisdom, and he is a man of high power. He is a man of high virtue, and he is a man of high worth. He is a man of high fame, and he is a man of high glory.

The State Superintendent's Introductory Statement



GENERAL REPORT

CHAPTER I

CHALLENGES IMPLIED IN THE NEW ATTENDANCE LAWS

We are trying as best we can to give to all the children of all the people a public school education. As a result of the recently enacted Attendance Law, public school attendance has increased to the highest percentage in the State's history. Our schools must meet the needs of all of these children if they are to function worthily as citizens of our democratic social State. We cannot accomplish this through standardization of courses or procedure. Mere subject matter courses and attainments cannot change the behavior of growing youth. They must have some self-direction, must assume responsibilities, must learn to think, to plan, to do, using the teacher as companion, counselor, guide. We must have more activity on the part of pupils in our schools and less of the oft deadening results of indoctrination.

The common factor in the new attendance laws of 1937 is the continuation of education for our youth who would perhaps otherwise be out of school. The presence of these children in school naturally imposes added and new obligations to our superintendents, trustees and teachers. Theirs is the responsibility and the duty to provide programs of learning suited to the individual needs of these youths. The fact that they would otherwise be out of school makes it plain that their school needs are of a special nature. Those in authority must, therefore, not only expect, but hope for increased enrolments and provide suitable accommodations and time for their instruction. More important than mere physical facilities is the curriculum of learning activities that should be devised for these youths. Another vital phase that is a challenge to school people is the provision of intelligent and effective guidance to aid these children in making vital decisions in solving their problems.

Teachers will be accountable for providing appropriate instruction and supervision of the education activities of these youths. This will require most naturally a sympathetic understanding of their problems, and a sincere encouragement, if not inspira-

tion, in the work that they undertake in the classroom. This process constitutes a genuine problem in guidance, and the most critical challenge to the teacher lies in our intelligent and sympathetic understanding and tactful treatment of these boys and girls who would otherwise be out of school.

CHAPTER II

The struggle to secure some kind of adequate teacher tenure and retirement law has continued over a long period of years, beginning prior to 1900. Gradually different states and municipalities are working out and accepting varying plans and various forms of the pension idea. The best, fairest, and most equitable of these it seems, is based on the system of the reserve plan which is sustained by joint contributions made by both employer and employee.

In our particular case the State is the employer and our retirement system would be based on contract between the State and each individual teacher. The State should set apart a reserve fund sufficient, with the contributions made by the teachers, to finance a pension at the time of retirement.

There may be a compulsory age for retirement and also provision for retirement of disabled teachers who have been in service for a length of time.

Briefly, a sound retirement system should embody these principles which are the composite thought of those who have given most study to this very important and urgent matter:

"1. Membership required of new teachers; optional for those in service.

Membership should be compulsory for teachers entering the service after the enactment of the retirement law; optional for teachers already in service.

"2. Guaranties to both teacher and public.

Retirement ages and rules should be defined and administered so as to retain teachers during efficient service and provide for their retirement when old age or disability makes satisfactory service no longer possible. The retirement allowance should be sufficient to enable the retiring teacher to live in reasonable comfort, thereby removing the temptation to remain in the classroom beyond the period of efficient service.

"3. Costs shared by teachers and public.

The sums deposited by the teachers and by the public during the period of service should be approximately equal.

"4. Amount of deposits and payments stated.

The deposit by the teacher and the payment by the public should be stated by the organic act creating a retirement system, subject to adjustment in accordance with future actuarial investigation.

"5. Deposits of teacher and payments by State concurrent with service.

The teacher's contributions and the State's payments to the retirement fund should be made regularly and concurrently during the teacher's period of service.

"6. Individual accounts kept.

The retirement board should open an account with each individual teacher. Sums deposited in that account by the teacher should be held in trust for that teacher.

"7. Retirement system on a reserve basis.

An adequate and actuarially sound reserve fund should be created to guarantee that the necessary money to pay the benefits promised will be on hand at the time of retirement.

"8. Periodic actuarial investigations.

Periodic actuarial investigations should be made of every retirement system to insure its financial soundness.

"9. Disability provided for.

A retirement allowance should be provided for disabled teachers after a reasonable period of service.

"10. Teachers' accumulated deposits returnable in case of withdrawal from service, or death prior to retirement.

Teachers leaving the service before the regular retirement age should retain rights to all monies accumulated in their accounts. Teachers' accumulated deposits and interest should be returnable upon withdrawal from teaching service, or death prior to retirement.

"11. Choice of options offered upon retirement.

The teacher should have the opportunity to elect the manner in which he will receive the benefits represented by the accumulated value of his deposits and the State's payments.

"12. Credit should be allowed for past service.

Upon the adoption of a retirement plan, teachers should be given credit for their service prior to the establishment of the system. Funds for this purpose should be provided by the public.

"13. Rights under previous retirement systems safeguarded.

The public should guarantee active teachers all the benefits which they had a reasonable right to expect under the old system, if any. It should guarantee teachers retired under a previous system the allowance promised at the time of their retirement.

"14. Reciprocal relations between states.

Provision should be made for cooperative or reciprocal relations between the retirement systems of the different states.

"15. Retirement board in control.

The administration of the retirement system should be in the hands of a retirement board whose make-up is carefully prescribed in the retirement law, and which represents both the public and the teachers.

"16. Periodic actuarial investigation of the retirement system.

Such a practice is a means of guaranteeing the financial soundness of a retirement fund. The act should provide for an investigation within three years of the inauguration of the system and every five years thereafter. The Boards should employ actuarial advice and keep records in such form as to make possible reliable investigations."

CONCLUSION

In the operation of the 1937 Attendance Act it has been necessary to supply clothing, books, shoes, medical attention, eye glasses and other helpful services for children of indigent parents. The response from the Federation of Women's Clubs, individuals, the W. P. A., the Masonic and other fraternal orders, the church organizations, the medical professions, the merchants and others, has been most gratifying and helpful. In the name of the hundreds of children who have been greatly benefitted by these services, we wish to extend out sincere thanks. We are now carrying on the most helpful programs of education for our children in the history of public education in the State.

Narrative Reports

Narrative Report



—Courtesy of "The Lantern"
At Work In A Modern Elementary School

DIVISION OF ELEMENTARY EDUCATION

MATTIE E. THOMAS, *Director*

During the year 1936-37 there were in South Carolina white schools 6,463 teachers in the elementary grades and 199,507 elementary pupils enrolled. The grade distribution, as in previous years, presents an interesting picture and calls forth conjectures as to the diminishing proportions between the enrolment in the first and seventh grades.

First grade 39,874, second grade 29,131, third grade 28,843, fourth grade 28,021, fifth grade 26,748, sixth grade 24,743, seventh grade 22,147.

The first grade had 17,727 more than the seventh grade. However, the difference in enrolment between the first and seventh grades of a current year does not have the same meaning that the difference in the present seventh grade and the enrolment of this same group when it was in the first grade.

This present seventh grade group entered the first grade in 1930-31 with an enrolment of 46,623. When this same group became second graders there were only 31,756, a loss of 14,867. As third graders they numbered 30,193, fourth graders 29,756, fifth graders 27,538 and sixth graders 24,980. Between the first and seventh grades there was a total loss in actual pupils of 24,476 or more than half of those who entered first grade.

What happened to the 14,867 who were not in the second grade after the first grade experience? What became of the 7,609 who were lost to the enrolment lists after the fourth grade?

With this picture in mind, of actual facts on the one hand, and a nebulous ideal on the other, efforts have been directed towards a program of education for the elementary grades that would at least hold pupils rather than push them out of school. The program should go a step further than holding; it should pull pupils into school. The strength of the vitality of its curriculum should be such that no pupil could or would deliberately walk out.

A great deal of time and attention was directed towards, and should be for a long time to come, the education of early childhood. Not nearly enough significance is attached to this learning period. Many educational problems could be solved, or would never arise, if it could be generally recognized that all basic attitudes of an individual are developed in the early years of life.

A study of the retardation figures for the first and second grades over a period of years is convincing evidence of the need for a thorough revision of the present first grade program. Retardation in these grades is augmented by two factors; first, the physical and social immaturity of the average six year old child who enters public school; and second, the totally unsuitable program which prevails in the average first grade. Retardation eventually leads to non-attendance.

If the present first grade program is to continue then pupils should not start until seven years of age. Under the present program too many are defeated before they even get a good start, and democracy is not built on a defeated citizenship.

In line with the general trend in all educational planning today effort and interest center upon the curriculum.

As part of the plan for improvement and enrichment of the program three bulletins were edited and issued during the year. They were: Bulletin One, Social Studies in the Elementary Grades, which was prepared by teachers, working in the University summer school, under the guidance of Mrs. J. D. Quattlebaum and Miss Nannilee Saunders. Bulletin Two, Health in the Elementary Grades prepared cooperatively by Miss Jean Latimer whose salary for the time being was contributed by The South Carolina Tuberculosis Association. Bulletin Three, Science in the Elementary School, prepared by Mr. Thomas I. Dowling.

Four other bulletins were prepared for publication but have not been issued. The first three have been extensively used by teachers as guides to programs of work and as sources of information. Visits were made into all parts of the State and conferences held with teachers and superintendents for the purpose of discussing the use of the bulletins in flexible programs for the present day.

Increasing evidence of the interest on the part of teachers in improving their work was noted in the large number of institutes held for several days prior to the opening of schools or shortly thereafter. During these several days of work there is always discussions of new ideas gleaned during the previous summer and general planning for the session just starting. It was my privilege to attend several of these and make small contributions to the program.

There was an increased interest in library books for the elementary grades and many calls for helping in the selection of lists were answered. During the session of the legislature a rental purchase library bill was enacted which provided for the appointment of committees to select books for the elementary and high school levels. I am a member, ex-officio, of the elementary committee and the two appointed members are Mrs. J. D. Quattlebaum and Miss Bessie Davis. Two meetings were

held in preparation for the work of selecting books which started immediately upon receipt of bids from publishers.

The summer schools offer to teachers the opportunity for work and study in their particular fields and the State Department of Education makes whatever contribution it can in cooperating. As a part of this I taught in the University Summer Session of 1936. For the summer of 1937 I met groups at the University four days during the week and at Furman University for two days.

Other educational activities in which I participated during the year just closed included conferences with individual teachers in the office and with groups of teachers in various counties and school districts; speaking on county education and teachers meeting programs; safety programs; American Education week programs; parent teacher association meetings; helping to plan for programs of county superintendents meetings, and other affiliated interested organizations; and visiting schools in a few counties in company with the county superintendent of education.

It was not possible to comply with all requests received from negro schools wanting help but every available opportunity was used to cooperate with the agents of negro education. Twice during the year I met with the Jeans teachers in tri-state conferences at Spartanburg, Denmark and Florence. I spoke on the program of several county and district meetings, helped with four institutes and conducted a study course of a series of six meetings for Chester county.

Duties in the office in connection with preparation and distribution of materials, and publication of information, have increased considerably during the year. The legislature at its 1937 session added a much needed full-time clerical worker who started work in this office the latter part of June.

In addition to being present at The State Education Association and other educational meetings in the State I attended the meeting of The National Childhood Education Association in San Antonio, Texas, in April.

On all sides there is evidence of progress in the field of elementary education—nothing particularly spectacular, but a gradual change in the thinking of individual teachers and an ex-

pression of this change in their individual programs of work. This is a much safer and more desirable method of progress than a rapid superficial change in an entire superimposed program—It takes time to change thinking but only on the thinking of the teaching profession can an adequate program of education be built for today.

RURAL SCHOOLS

D. L. LEWIS, *Supervisor*

Supervision has as its general aim the improvement of instruction. By implication, this aim goes far beyond the mere act of teaching; it includes the improvement of teachers in service, the selection of appropriate subject matter and other materials of instruction, the experimental study of teaching problems, the evaluation of teaching effectiveness, the development of a truly professional spirit among the teaching body, and ability of the supervisor to assist principals, teachers, and general administrative officials in the solution of administrative and semi-professional problems, as building campaigns, bond issues, school records, the selection, promotion, or dismissal of teachers, and many other problems of similar nature.

One great problem in rural areas is the poor organization of the schools for effective teaching and learning. The small one and two-teacher schools with six or seven grades, and thirty to thirty-five recitations per day are examples of poor school organization. The small school problem is aggravated by the fact that the school buildings are usually old, dilapidated, unpainted, poorly furnished, poorly lighted, heated, and ventilated, few or no library books which often are too difficult for elementary pupils to read, miserable toilet facilities, and unattractive school grounds. There is nothing in such school surroundings to attract and hold children except the teacher, and often she, on account of the difficulties and limitations surrounding her in her efforts, becomes discouraged and feels like giving up. Be it said to the praise of these teachers in the small rural schools, however, that to their patience, perseverance, love for and interest in their work, many rural children are inspired to complete the work of the elementary grades and go to high school.

Some years ago Monticello High School was organized in western Fairfield County through consolidation of eight or ten small schools. The teachers of these small schools were employed to teach the elementary grades of Monticello High School, and I have never seen more efficient work done than was being done by these teachers; for the first time they were given the opportunity to work in a properly organized school, and to show what they could do under favorable teaching and learning conditions.

Horry County has by legal enactment been divided into high school districts, and every elementary school is associated with one or the other of the high schools. The high schools have also been authorized by law to supervise the work being done in their associated elementary schools. This should lead to great improvement in reorganization of the small elementary schools, so that no teacher in the small school will have more than two grades, the remaining grades being sent to larger elementary schools or to the elementary grades of the associated high school. Close supervision should also lead to improvement of conditions found in many small schools, as mentioned above.

The greatest problem in the small, and in some of the larger, elementary schools is that of teaching children to read with ease and comprehension. The Board of Education of the City of Chicago has recently made a ruling that the teaching of reading shall be the main objective in the first three grades; the formal teaching of all other subjects except health is incidental, and is not to interfere with reading. Children in these grades should have three or four recitations in reading each day, and until the children have learned to read with ease and comprehension the sentence-quotation method should be used, i. e., each child should read only a sentence or a quotation as the smallest unit of thought; after a child has read, another child may be asked what the reader has just said in his reading. The teacher should pass rapidly from one pupil to another, but not in consecutive order. In this way the pupils are compelled to pay attention, and they thus get the continuity of thought. This method also enables the teacher to call more frequently on the slow readers, thereby giving the drill to these slow pupils who most need it. The audience situation should not be used until pupils have learned to read with ease and comprehension, and even then the pupil-reader should read to the pupil-audience only something

that is new and interesting to them; only in this way can there be a motivated audience situation in reading.

But pupils do not learn to love to read and to form the reading habit from reciting reading; they acquire the love and the habit by abundant reading at their seats or around the classroom library table, where there should be an abundance of easy, interesting readers for each grade—at least twenty-five readers for each grade in the classroom. Children should be given every opportunity to read at their seats or around the library table. The multiplicity of subjects in the upper elementary grades should not be allowed to crowd out reading; it should be stressed until the maximum number of children read with ease and comprehension.

The great objective of every elementary classroom teacher for the coming year should be the placing in her room of a reading-table, and the purchasing of books suited to her pupils. The State Department of Education has recently compiled a list of one thousand readers suited to the interests and abilities of the pupils of each grade; these readers will be sold one-third cash, the balance in two years, by the State Textbook Commission. Every teacher can raise \$5 to \$20 in her community, and thereby purchase \$15 to \$60 worth of books for her classroom.

Of just as great importance as an abundance of suitable reading in school, is the importance of making these reading books available to the children during the vacation periods. The average small home, rural and town, has little if any reading material suited to the children, and during the summer children will lose their love for, and the habit of, reading. Many people who have gone through the fifth grade when children, later become illiterates because they do not continue the reading they began in school. Every school community and every county should see to it that readers are circulated among the children during the vacation periods.

The State of South Carolina, through the Legislature, has been most liberal towards public school education in that the State now supports the schools for a term of eight months. In addition, the Legislature has passed an attendance law that promises to put and keep pupils in school. This is shown by the fact that in the counties already visited by the supervisor the attendance is above 90%, in many cases above 95%. The State is

doing its part; it is up to us school people to make the school work so interesting and attractive that pupils will want to remain in school after the Attendance Teachers have put them in school. Another fine thing that the Legislature has done is the passing of a law providing for rental of school books to children. So far as the State through its Legislature is concerned, it has provided in the finest way for the schools and the children. We school people must see to it that the State shall gain, in the adequate education of its children, an intelligent citizenship who will be able to administer most efficiently affairs of State.

More activity programs should be introduced into the elementary grades. Children enjoy the initiation and development to a successful conclusion of such programs. Teachers are urged to make more use of such programs. More vocational training is needed for our boys and girls from the seventh grade on. A balanced education should make children efficient physically, academically, vocationally, socially, civically, and culturally, this last including moral and spiritual culture. Some one has defined education as life; one cannot make a life without first making a living. Hence the need of more vocational training. May it also be said that the balanced education carrying the efficiencies mentioned above are difficult, if not impossible of attainment, in the small schools. Hence the great need for larger schools where the enriched, balanced curriculum may be put into effect.

The State Rural School Supervisor has everywhere stressed the necessity of consolidation of small schools into or with larger schools, in order that every child as far as possible may receive a balanced education. Many counties have reorganized their schools so that few small weak schools remain. Marion County formerly had more than thirty small schools; at present there are only fifteen. Georgetown once had between twenty-five and thirty-five small, weak, schools; at present she has nine, and three of these are in process of consolidation. Beaufort County once had more than twenty-five small weak schools; now she has four, and a joint high school with Jasper County-Hardeeville. Jasper formerly had at least twenty-five small schools; now she has three, and a joint school with Beaufort County. Hampton County, in the face of difficult financial conditions, has during the past ten years reduced the number of her schools from more

than forty to fifteen. The improvement of school organization through consolidation has been carried on in a fine way in many other counties.

One difficulty in the way of consolidation is, the cost of transportation. Under the 6-0-1 law the State Board of Education passed a regulation to the effect that, in case a small school is consolidated with another school, the money saved through reduction in the number of teachers could be used for transportation. Under this regulation, more consolidations were made by far than during any other similar period in the history of the public schools, and the amount of State school aid was not increased.

The principal work of the State Rural School Supervisor has been done through the county superintendents. The Supervisor has endeavored to show the county superintendents the needs, administrative and professional, of the schools of their respective counties, and be it said to their praise, they have responded in the finest way by improving the organization of their schools, by consolidation of small schools, by constructing adequate school buildings, by co-operation with school people in improving teaching and learning conditions, and by every other means that might lead to optimum efficiency in the work of their schools.

The State Supervisor is not able to spend as much time as he should in the classrooms observing the work of the teacher and the children. Fifteen minutes per teacher is about the average time given for observation of work; little or no effort is made to evaluate the efficiency of the teacher, as it would be unjust to teacher and pupils to attempt to evaluate the work of the school as a result of such a short visit. Only general suggestions can be made as to improvement of conditions, with commendation of the excellent things being done.

The State is rapidly realizing its responsibility toward the underprivileged, white and negro, and they are being given at this time an educational chance only dreamed of ten years ago. The plight of these underprivileged people, largely renters and sharecroppers, has aroused the interest and sympathy of our great President, and it is realized in every section of our great nation that more must be done for them. South Carolina is giving the children of these underprivileged people an educational chance; provision is being made to put them and keep them in school.

The yearly terms of negro schools have been almost doubled within ten years.

It is hoped that in the course of time these underprivileged people will be given a chance to own their own homes. Possession of homes and some land will lead them to take an interest and pride in their possessions, will lead to greater self-respect, a higher type of morality, greater community and public interest, greater interest in the education of their children, and greater interest in and responsibility towards their duties as citizens. If we are to continue to be a great Democracy, we must have an independent, intelligent, self-respecting citizenship—and the only way in which this type of citizenship can be had is through home ownership and education.

DAVIS JEFFERIES, *Supervisor*

It should be remembered: (1) That the great majority of our boys and girls live in the rural districts; that many changes have taken place in the last fifty years—new methods of farming, invention of labor saving machinery, paved roads, school transportation, school consolidation, the use of telephones, radios, and the building of large industrial plants.

(2) That the home and its management are no longer the same, and, in some instances, the church has lost its grip on our young people; that rural school conditions are peculiarly difficult; that in the one and two-teacher rural schools the teacher has from four to seven grades while the city teacher has only one or a part of one grade; that these conditions entitle the rural teacher to all possible help in her work; that if she receives the needed help, she will make a better teacher, and her life will count for more in the lives of the boys and girls whom she teaches; that she does not have the help of the city superintendent to plan for her and, in most cases, she has had no training in rural teaching from the college; that the rural school teacher, especially the *young* teacher, needs concrete suggestions on how to solve her many daily teaching problems.

(3) That the true teacher deals with the entire boy or girl—body, mind, and character; that the subject matter is only the *means* to the end—the *building of character*.

(4) That the main problem of the teacher is so to direct, guide, and stimulate the child's activities that attention will be centered upon ideas and ideals which will contribute to the normal, healthful upbuilding of mind and character; that she should teach *boys and girls*, not subjects.

(5) That the elementary schools of our State enroll about three times as many pupils as our high schools and about twenty times as many as our State and denominational colleges combined; that if we reach the great masses of our people, we must reach them through our elementary schools.

(6) That through the introduction of modern machinery, the youth has more leisure time and that it should be employed wisely.

(7) That the elementary schools are the foundation upon which our educational structure is built, and that to strengthen them is to strengthen our whole educational system.

In the twelve conferences we have held since September with groups of teachers numbering from twenty-five to seventy-five, *reading* and *character education* have been specially stressed.

We have also recommended, and have introduced, in a number of cases, the following:

(1) Making the school a happier place in which to live by having flowers, pictures, shrubbery, activity programs. In the words of another, "Education is life."

(2) Finding real talent in pupils and helping them to improve their talent. As an example we found a boy who drew well, now he is making a great success in studying art in one of our best colleges.

(3) The placing of reprints of famous pictures in the school-rooms. Beautiful reprints of \$100,000 pictures can be bought for ten cents.

(4) The erection of manual training shops, especially for fourteen and fifteen year old boys in the primary grades who are in school because of the recent Attendance Act passed by the Legislature, for which we are deeply grateful.

(5) Elimination of fire hazards by causing fire escapes to be built, and doors changed to open outward. We have also distributed pamphlets on "Safety on our Highways."

(6) Potato drying houses and canneries.

(7) Hot lunches, especially for undernourished children. Here pupils are taught table manners, politeness, and gratitude to the Giver of every blessing.

(8) Home economics and home-making classes for girls.

(9) Conferences with trustees. Some do not seem to realize their responsibility in the selection of teachers to train immortal minds and characters.

(10) Regulating the acceptance pupils from other districts without their being transferred legally.

(11) Cooperation with homes in worthwhile things, and the study of individual children.

(12) Athletics, more especially games in which *all* pupils receive exercise especially those who need it most, and for the pupils ideal to be, "Not that we lose or win, but how we play the game."

(13) Good order which is essential, but not the military or "pin drop test" kind.

(14) The forming of correct habits, for "habits are chains too light to be felt until too strong to be easily broken."

(15) The importance of not only *learning to read* through drill by the teacher but also the importance of *reading to learn* through textbooks and books secured from the library.

(16) The building of good school buildings and the purchase or making of good equipment. The *teacher*, however, is the main factor in the school. We have seen good schools in poor buildings, and poor schools in good buildings.

(17) That the teacher get a vision of the highest and best in life, that she live so that the child she works with knows her to be his friend, and that she see, even in the wayward, the possibility of a noble man or woman.

(18) Public school music (sight singing), also rote singing of beautiful songs.

(19) *Daily* preparation of lessons by the teacher, the taking of school journals, attending summer schools, keeping up with the latest methods of teaching, and of using those things which are practical in her own classes.

(20) Consolidation of small schools where practical: Many are not able to consolidate as the State pays the salary of the teacher

for eight months, but pays very little for the transportation of pupils when the school is consolidated with a larger and better one.

(21) Traveling libraries, supplementary readers and reading tables in the classrooms with books suited to the attainments of the pupils.

(22) Dictionaries, either owned by the pupil or by the school, to which every pupil in the advanced elementary grades may have access. They should be taught to get the definition of the words with which they come in contact, and how to pronounce words correctly by observing the accent of the diacritical marks.

(23) Drill on the multiplication table and number combinations, as a certain amount of drill is necessary for a good foundation.

(24) Not only subject matter teaching but also the teaching of fair play, kindness, loyalty, truthfulness, love of work well done, self control, obedience, and reverence. These are the *fundamentals* in education. If the teacher teaches subject matter *alone* and neglects *character education*, she is enabling the boy to become a greater criminal.

(25) It is the daily privilege of every teacher to strive to produce American citizens who are not only strong in body, skillful in work, and alert in mind, but also sound in character, and it is wise to select teachers who realize this.

(26) Teachers who know that the one vital condition of effective moral training is the character of the teacher; that if she would banish falsehood and kindred vices from her pupils' hearts she must first banish them from her own; that she is a co-worker with the Great Teacher who said, "Suffer the little children to come unto Me, and forbid them not, for of such is the kingdom of Heaven."

AGRICULTURAL EDUCATION

VERD PETERSON, *Supervisor*

The law for teaching vocational agriculture states that this work is intended for those who have entered upon the business of farming and those who are preparing to enter upon it.

The people worked with are divided into three groups: all-day, or high school classes; part-time groups, or classes made up of boys over fourteen years of age and young farmers not yet established; and evening classes, or groups made up of people who are already established on farms.

All-Day Classes

All-day classes are made up of boys over fourteen years of age who are attending high school, who live on farms and who have the accommodations for carrying on farm activities as a part of their teaching program. In case a high school class in agriculture is organized to meet fewer than five days a week, the class is designated as a day-unit class and the problems or subject matter is organized on the basis of very definite units of instruction and limited, so far as possible, to instruction in activities on these units, including poultry growing, cotton, corn and certain definite problems.

Ninety minutes of instruction per day is required in all of these classes in order to do effective teaching. This is provided for under the State plan. For all-day classes meeting five days a week some adjustment in time may be made, provided there is a minimum of 450 minutes of group instruction a week.

Formal or group instruction in all-day work is based upon the activity of farming programs of the individuals making up the class or group. When vocational agriculture was organized in the public high schools of the state twenty years ago, most of the boys in the eighth grade were fourteen years old or older. Of late years longer terms in the rural schools have made it possible for younger boys to enter the eighth grade. Hence a large proportion of eighth grade boys today are not fourteen years of age and many of the more progressive high schools are beginning to develop the work mainly in the ninth, tenth and eleventh grades.

There were enrolled last year in the all-day and day-unit classes in the state 8,077 boys. The following are some of the principal activities carried on by the pupils in all-day agriculture in South Carolina for last year: cotton, corn, hogs, home improvement and beautification, shop work, pruning, culling, etc.

The law requires that each pupil enrolled in high school must be engaged in some farming activities, at least for a period of

six months of the year, in which he receives his instruction in agriculture.

Part Time Education

People enrolled in part-time classes in agriculture must be fourteen years old or older and must be engaged in some form of farming activity for at least six months in the year.

The young men enrolled in these groups may be divided into two general classes: Those who have dropped out of school but are still at home with their parents farming; and those who have entered upon farming for themselves by securing livestock and land to use. In the beginning in many cases, loans are secured for purchasing the stock and the land is rented. But as the young man progresses in his farming and in his learning, he purchases land and begins setting up his own farming program. There were enrolled in part-time classes in South Carolina last year 2,719 boys and young men, all of them engaged in some sort of farming, depending primarily of course upon the section of the state in which they are located.

Evening Class Work, Or Adult Education In Agriculture

Evening class work is carried on with farmers who are already established in the farming business and the instruction is based upon the problems these farmers have on their home farms. The experience of the best farmers and experimental data are used to direct the instruction and the activities of these groups. The teachers spend much time on the farms with these farmers in individual instruction and in lending assistance in carrying out the solution of the problems upon which the instruction is based. There were enrolled in evening classes last year in South Carolina 15,145 adult farmers. Some of the problems upon which the instruction was based were as follows: grains, legumes, fertilizers, varieties of cotton, corn, and grains.

Co-operating With Other Agencies

The agriculture teachers of the state have continued to co-operate in the field of emergency education and a number of emergency teachers have been directed in their activities by the regular agriculture teachers in the various communities of the

state. This work has been mainly with the people who need help in producing foods and in taking care of themselves on the farm in order to relieve the necessity of providing relief funds for these people. Several thousand needy people have been reached in this way—those who would not have been enrolled in the regular classes listed above as a part of the program of the regular teachers of agriculture.

Through the cooperation of the NYA, a number of farm shops have been built in the different schools where the regular teachers are located. The building of these shops has provided work for youth on the NYA payrolls and the shops have provided facilities for farmers to make and remodel many of the articles needed on the farm and in the farm home.

One of the problems of many of the different groups of people engaged in farming in South Carolina is the matter of credit. The agriculture teachers have cooperated with the Farm Credit Administration in teaching the method of procedure and the principals involved in making the best use of the facilities of the Farm Credit Administration. By the help of the Farm Credit Administration a number of Future Farmers have been provided credit for securing brood mares, livestock and equipment for carrying on their farming program.

The agriculture teachers have continued to cooperate with the Forestry Commission in the teaching of forestry. This work has been especially active in the sections of the state where pulp wood is being cut and where the forestry problems are more acute but it is distributed in practically every county in the state. As the program in forestry continues, more teaching content and teaching problems will develop and different parts of the program can become more extensive and more effective.

The agriculture teachers have continued to cooperate with the Extension forces and with the Soil Conservation people in Washington in bringing to the farmers the latest information on the farming program as it is carried on under the new Soil Conservation Service. Much of this work consists of teaching the farmers how to increase their farm income by producing more of their food at home, by improving and conserving their soil and other activities that help to improve the economic condition of the farmers in South Carolina.

Farm Shops

The schools in the state are continuing to build more farm shops and a more definite program is being developed in farm shop work by the agriculture teachers. This work divides itself into three phases: the making and improvement of farm equipment and farm machinery; the remodelling of farm buildings; and the improvement of the homes on the farms. In many cases this shop work is carried on not only with high school boys but with adult farmers who come to the shops to receive instruction on their problems in improving the mechanical situation on the farms and in the homes. It is hoped that each high school community in the state will be equipped with a farm shop within the next year or two. At the summer school at Clemson College and at the State Negro College last year courses were given in farm shop to assist the agriculture teachers in the state in improving this program.

Future Farmer Activities

The Future Farmer program is a part of the activity program in teaching vocational agriculture in this country and has as its purpose the teaching of group activities to young farmers through participation in these activities.

Many of these activities are stimulated by contests, the money for these contests being provided by commercial organizations that are interested in the welfare of the farmers of the state because their business is with these farmers. The state convention of the Future Farmers was held at Clemson College the week of June 2. Most of the Future Farmer chapters in the state hold Father and Son banquets during the year, oft-times cooperating with the girls enrolled in the home economics classes. Camping is one of the activities carried on by Future Farmers and is becoming more and more important each year by providing the boys with an opportunity to cooperate in something in which they are intensely interested and to learn by considerable traveling from their homes to the camps. The Future Farmers organization provides a stimulus for action through its different degrees provided for in the organization. A beginner is a Greenhand.

The second degree or step is Future Farmer. The third step is State Farmer and the fourth degree, the highest stage of ad-

vancement is American Farmer. By the time a boy has reached this stage of the work, he has become equipped for establishing himself as a real farmer. As soon as he is out of the high school, he is ready to enter a part-time class or group, much better equipped to carry on his farming because of his Future Farmer activities.

HOME ECONOMICS EDUCATION

LILLIAN C. HOFFMAN, *Supervisor*

South Carolina had 310 white accredited high schools during the scholastic year which closed June 30, 1937. Of this number 270 high schools are located in areas of 2,500 and less population which, according to the last United States census, are considered rural; and 40 high schools are located in areas above 2,500 population which, again, according to the census, are considered urban. This pictures definitely the fact that South Carolina is a rural state and that South Carolina's educational problem is primarily a rural one, and hence should increasingly contribute to the interests and welfare of rural people and rural homes.

The 310 high schools last year enrolled 30,602 girls in the four high school grades. Of this number, 11,817 girls in 189 high schools were taught by 210 home economics teachers. Home economics departments in white schools during the scholastic year which ended June 30, 1937 numbered 189 and these departments were taught by 210 home economics teachers. Of the 30,602 girls enrolled in the four grades of the 310 white high schools, 11,817 were reached by home economics instruction, or approximately one of every three girls enrolled last year.

Home economics departments in colored schools number 98 taught by 103 teachers, and enrolled 7,333 girls. Of this group of high schools about 80% were located in rural areas. Of the total number of colored high schools in the state, home economics instruction reached less than half the girl enrolment in the four high school grades, and about two out of every three schools. Schools with the large girl enrolments have very limited facilities to develop home economics departments to take care of the need of the increasing enrolment in the schools.

Since South Carolina, according to the United States census, is listed as primarily a rural state, a State program in home

economics has been planned to give opportunity to the girls from fourteen to sixteen years of age to receive instruction in home economics for a period of two years in the eighth and ninth grades in high school. In many schools instruction has been extended to the third year and through the fourth year so that these schools might reach a larger number of girls and through a longer period of time. For the past decade this age group of girls was enrolled in the eighth and ninth grades or the first two years of high school, but statistics begin to show that this age group is increasingly being enrolled in the ninth and tenth years. Since the holding power of the high school has increased and mid-year promotion in the elementary school makes it possible for girls to enter high school in many cases at the age of twelve and thirteen years of age, together with the increased demand for advanced courses in home economics, makes it possible for the planning of an enlarged program of home economics extending from the seventh through the eleventh years. The program developed in the seventh and eighth grades will be on a broad basis to help this age group with their general living problems. It is our hope that the program of these two years designed to offer fundamental instruction in health problems, in living together, and in community working together will be open to boys as well as girls. This will provide an opportunity for good wholesome relationship and an understanding of working together on general living problems. On this program will be built a three year program in the ninth, tenth and eleventh grades that will be more vocational in its nature and that will contribute to the vocational homemaking needs of the adolescent girl, both as a member of her family, and in her profession as a homemaker.

Instruction is offered in units designed in relationship to the needs, the interests and the abilities of the pupils enrolled in home economics classes. Instruction will contribute health and food needs of the pupil and her family, to the improvement and care of the home, to the personal development of the girl, to the selection, purchasing, making and care of her clothing, to a better understanding of the family resources, how they are earned and spent for the family needs and welfare, to a growing understanding of children and other members of her family and to the enrichment of family living. To a very large percentage of our high school girls, home economics offers the only opportunity for

a better understanding of themselves as individuals and their everyday living problem, and it provides the only opportunity for creative development to many girls, the only chance that they will have for understanding and help on personal problems and community adjustments.

Closely tied to the in-school program is a home project program through which the girls work on specific problems which they choose in cooperation with their mothers and their teachers. This program of work gives opportunity to the girls to develop techniques, skills and understanding of handling the problems of home and family living in their definite home setting and which in themselves will contribute immediately to the girls personal and home needs and to the satisfaction of having a responsibility and a share in the home and its activities. Each year we try to get each girl to plan and carry through to completion two different home problems. During the school year 1936 and 1937 the home project program report made by home economics teachers was as follows:

Projects completed:

Housing:	Number
Improvement, arrangement, care, furnishing and equipment	2,291
Provision for food for the family	2,945
Selection, care and construction of clothing	2,998
Laundering	362
Care and guidance of children	518
Health and home care of sick	482
Home management	447
Consumer buying	315
Family and social relations	475
Related subjects (Gardening, chickens, etc.)	1,580
Total	12,413

During the past year in many rural areas has grown a close tie-up in cooperation in school, home and community services; common interest that has led to the growth on or near school grounds, enlarged facilities for homemaking instruction for girls in and out of school and for adults, which in many areas include canneries. The various Federal agencies, through co-

operation in planning and with financial assistance have helped to develop a cooperative organization and to provide physical plants for housing these community activities, have made it possible to bring together school and community interests and needs for discussion and solution. Interest in the growing of food for the winter needs of the family and its conservation during the summer has been increased.

Each year shows a decided growth in the attempts of many families to practically plan for the yearly needs of their family.

This interest in many rural areas has led to requests for home economics teachers to serve these communities during the summer months. Last year through cooperation of many of these areas, 32 home economics teachers in white schools and 12 home economics teachers in colored schools were employed on a twelve months program. This gave a real opportunity for home economics teachers to work with high school girls in their own homes, on their own personal and home problems and with the parents of these girls in the same homes, making a more complete and far reaching program of homemaking instruction that should immediately function and contribute to the economic needs of these girls and their homes.

During the year classes in homemaking for adults were organized in 55 centers for whites, taught by 55 teachers and having an enrolment of 782 girls and women sixteen years of age and over. For colored people 51 centers, taught by 51 teachers and with an enrolment of 849 girls and women sixteen years of age and over who were not enrolled in the day school. Short units of instruction of from eight to twelve lessons were given in clothing conservation, garment construction, food preparation and serving, in marketing, first-aid, home health, food preservation, home improvement—as renovation of furnishings, repairing and painting furniture—in gardening and in family recreation—as in developing hobbies, games, entertainment.

A training in service program for home economics teachers was organized on a state-wide, district, county and individual school basis. Early in the school year six district conferences were held during the week-ends of October and November for white teachers, with a total attendance of one hundred and fifty-eight teachers and sixty-eight visitors. These visitors were the home economics seniors of Winthrop College and other colleges. The

program for these conferences was organized around the specific problems of teachers and to set-up goals for the year's work and to promote an enlarged community program. Our state conference was held in conjunction with the annual meeting of the State Teachers' Association with an attendance of one hundred and fifty home economics teachers and twenty visitors. A few of these visitors were the senior home economics students of Columbia College. County conferences were held in conjunction with County Teacher Association meetings in the larger counties, which had a sufficient number of home economics teachers to make this possible, at their regular meetings throughout the school year.

One State conference was held for colored home economics teachers in Columbia in conjunction with annual meeting of the Palmetto State Teachers' Association last March with an attendance of one hundred and four home economics teachers. During the early part of the school year sixteen district conferences were held in conjunction with the conferences for colored agricultural teachers with a total attendance of one hundred and four home economics teachers. This plan made it possible to reach by group discussion approximately every colored home economics teacher in the State at little expense to them and to discuss with agricultural teachers problems common to each service. One summer conference of a week was held for the twelve home economics teachers that were working in a summer community program. This was held at the camp near Orangeburg, which gave these teachers a place that was inexpensive, restful, and every opportunity for conference work with little interference.

Winthrop College, Rock Hill, is the designated teacher-training institution for the training of home economics teachers for the state. Last year's graduates with a major in home economics numbered 45 and this number was an increase of nine over last year's class. Every graduate was located in a position in South Carolina with the exception of one who went into a private school in North Carolina. Even with this increase of home economics teachers it was necessary to secure additional home economics teachers from colleges outside of the State. Winthrop College, with increased facilities for the training of teachers of home economics that will become available when the new home eco-

nomics building is ready for occupancy, will make it possible to increase the supply of home economics teachers and more nearly reach the expansion needs for home economics teachers in the State. Winthrop College, through a program of itinerant teacher training, reaches many of the first-year home economics teachers, together with a few others of longer service, with help on their problems and with promotion of various phases of home economics program of work. This plan gave Winthrop College first hand information on the real problems confronting home economics teachers on the job, of the opportunities it has for strengthening the preparation of teachers during their pre-service training period in the college.

State College, Orangeburg, trains the home economics teachers for colored schools. In June, 1937, State College graduated thirty majors in home economics education which was the largest group of graduates in home economics in the history of the college. Twenty-five were placed in positions in the State, while the others went in other work with one continuing study. This number was scarcely sufficient to supply the demand made this year for home economics teachers for colored schools. State College assisted with the in-service training of its graduates by an itinerant teacher-training program, by summer school opportunities for those who are building from a two-year to a four-year college course to receive their Bachelor of Science degree in home economics and to be prepared to teach in the accredited colored high schools of the State.

INDUSTRIAL EDUCATION

C. M. WILSON, *State Supervisor*

Trade Extension Classes

Trade extension classes constitute the largest phase of vocational work in South Carolina. During the 1936-1937 school session 210 such classes were conducted with an enrolment of approximately 3,500. Most of the trade extension classes are conducted in textiles for the large number of young men engaged in that industry who desire to learn the skilled and technical knowledge required for promotion. Studies show that practically all promotions in textile manufacturing industry come from personnel of trade extension classes.

The demand for trade extension classes continues to be greater than the amount of funds for conducting them. The last several years have seen growth in the number of practical classes, such as loom fixing, card grinding, frame fixing, and spooler fixing. These types of classes meet in the mill where the machinery is available and in order that instruction may be given under actual working conditions.

Over 1,500 credit cards were issued to textile students for completion of theoretical and practical units of instruction. Nineteen Standard Textile Diplomas were issued to men who had completed a course of instruction in theory and practical work. These men who earn a diploma have sufficient knowledge to become overseers of rooms.

Trade extension classes are not confined to textiles. Classes are conducted in carpentry, cabinet making, blueprint reading, auto-mechanics, machine shop practice, drafting, building trades, electricity, radio servicing, and welding.

Trade extension classes are conducted where there is a sufficient demand for instructions to warrant employing a teacher. Classes usually have 40 hours of instruction in the fall and a like amount in the spring. The classes meet in the mill, in school houses, community houses or any other place that is convenient and that affords proper facilities.

All-Day Trade Education

There are two all-day trade schools in South Carolina, the Parker Vocational School, Greenville, and the Murray Vocational School, Charleston. Besides these two schools, all-day classes are conducted at the Greenville High School and in a number of negro high schools. All-day trade instruction is given in textiles, machine shop practice, drafting, auto-mechanics, carpentry, electricity, masonry, drawing-in, radio servicing, and cabinet making. Over 500 boys are enrolled in the two trade schools learning skills and knowledge that will enable them to enter advantageously into employment. Trade classes in the Greenville High School have 42 boys receiving trade instructions.

There perhaps is a need to enlarge the number of all-day trade schools in South Carolina. It seems possible that many of the larger industrial cities could support a trade school. It is pos-

sible that a number of counties could build trade schools and provide bus transportation in order that students from the entire county may attend. It has been estimated that 92% of our population must work with their hands and yet we have done little in an educational way during school years to equip boys and girls with a skill for working their way in the world. We should at least provide the opportunity for boys and girls to receive vocational training who must go to work upon completion of high school the same as we provide for those who are preparing to enter college.

Part-Time Education

Part-time education has great possibilities in South Carolina. This is especially true of the Diversified Occupations program, which enables the school to offer vocational training without purchase of expensive machinery. Pupils in Diversified Occupations work at least 20 hours a week in some occupation under an employer who has agreed to cooperate with the school by serving as a training agency. The pupils spend three or four periods a day in school. Such pupils are in a way apprenticed on practical jobs. Pupils in Diversified Occupations spend at least 20 hours per week on the job in a store, machine shop, auto shop, and various other trade and commercial places. During the mornings these pupils are in regular high school where they take at least two academic subjects, one subject related to their jobs, and receive credit for the instruction gained on the job. Each high school with "co-op" students employs a Coordinator whose duty in addition to regular teaching is to analyze the pupils' jobs into instructional units with the cooperation of the employer. A student progresses from one process to another during the two years until the entire trade or job is learned. Upon graduation the pupils in the Diversified Occupations course have both a diploma and a trade to start life with.

Part-time classes were also conducted in textile, building trades, general continuation, and commercial work. A total of 1,167 pupils were enrolled in vocational classes in the State last year.

Industrial Arts

Manual training in industrial arts classes does not receive Smith-Hughes or other federal vocational funds, but this depart-

ment encourages and supervises such programs. Industrial arts is becoming more popular each succeeding year. This type of work now is in forty schools of the State with approximately 3,000 students receiving instruction.

Teacher Training

Teacher training work is carried on continually with vocational teachers. Every evening class teacher attends one or two conferences a year to get methods and new subject matter. Part-time teachers and all-day trade teachers attend conferences at designated centers during the school year and many attend summer school at Clemson College to get courses in methods, get analyses, and other things. Negro trade teachers attend conferences or State College during the summer and a number of conferences are held for them during the year at designated centers.

VOCATIONAL REHABILITATION

P. G. SHERER, *Supervisor*

The purpose of the Vocational Rehabilitation Department is to render some service that will enable the crippled or otherwise physically handicapped person to return to gainful employment.

The need for such a program in the country is increasing at an alarming rate. Each year 400,000 persons in America become permanently disabled through accident or disease. Public accidents lead all others with automobile injuries increasing at the rate of 40 percent every four years. Even in the American home 130,000 persons are injured annually as the result of disabling accidents. In addition, 50,000 persons each year are disabled through disease and congenital causes. In South Carolina there are over 2,000 eligible and feasible cases above the age of 16 that are now in need of the services of the department.

As a result of accident and disease, many workers lose time and wages, and in many cases their employability. Children are often taken from school, and wives and mothers forced into employment for support of the family. Tremendous economic losses are sustained by industry, the community, and the country. Disabled persons become dependent upon relatives, friends, or the public.

In order to reduce as far as possible the economic effects of disabling accidents and disease, the Vocational Rehabilitation Department is striving to restore to gainful employment and self-support these unfortunate people. The desired end is accomplished by one or more of these services:

1. Vocational Guidance in the selection of a suitable type of employment.
2. The securing of physical restoration, that is, surgical or medical treatment when the disability can be reduced or removed. Artificial appliances are also needed in many cases.
3. Vocational training in the occupation at which it has been determined the person can work despite his handicap.
4. Assistance in securing employment in the occupation for which the person has been fitted.

The training desired is secured in local shops, in public and private schools, and in commercial and industrial establishments.

Seventy-four cases were rehabilitated this year. Fifty-two men aided in purchasing artificial appliances. Local Civic Clubs provided maintenance for six cases. Twenty-two cases are now undergoing physical restoration or being fitted with appliances. Four hundred ninety-seven cases are now under advisement. Seventy-six non-rehabilitated cases were closed for the following reasons: death, married, left state, and not feasible. Nine were aided with tools for operating a shop. One hundred three cases received vocational training. Six cases were interrupted while in training because of illness. Sixty-five are awaiting placement after training. Thirty-nine in employment being followed up.

The world no longer recognizes or remembers a person because of their disability. Their *ability* is the important factor. The objective of the Rehabilitation Department is to help the disabled person discover his *ability*, and to use it in such a way as to reclaim his place in society.

DIVISION OF SCHOOLHOUSE PLANNING

S. P. CLEMONS, *Director*

Ability and willingness to pay the cost are the two factors which generally determine whether a school district provides hygienic, adequate, and safe school buildings and equipment. Ability is measured by the net bonding capacity under the con-

stitution. At least 900 school districts are unable, because of low assessed valuation, to bond themselves in amounts sufficient to provide school buildings and equipment to meet reasonable standards. To find a means of assisting these poverty stricken communities in providing buildings, which will be safe, adequate, and hygienic, constitutes one of the major problems of the educational interests of the State.

Those districts, which are financially able to provide satisfactory school buildings, and which have not already done so, are usually willing to make the necessary expenditures if sufficiently informed as to specific needs and a definite method of meeting these needs. The responsibility for providing this information rests definitely with the teaching profession of the State. In many rural communities, the leadership must come, if at all, from the teachers themselves.

When applied to school buildings, adequacy is a relative term. Buildings and equipment, which may be entirely adequate for one type of school program, may be woefully inadequate to accommodate an enriched and varied curriculum. At present, the inadequacies of the school plant are definitely limiting the school program. Many secondary schools at this time would like to offer more enriched courses of study, but are prevented from doing so because of the lack of the necessary physical equipment. Many schools, already having comparatively good physical plants, are with Federal aid making these plants better, thus making possible the improvement of the curriculum. Generally speaking, the better, less needy schools are the most active in taking advantage of Federal aid; hence, our better buildings are becoming relatively better, and our unsatisfactory buildings are becoming, by comparison, more inadequate, unsafe and unhygienic.

Our present system, which permits each community to determine its own standards for buildings and equipment, has resulted in a wide variation in the type of physical facilities provided. Some communities have spent, and are spending, excessive amounts on buildings and equipment. To curb this tendency is a problem, but the major problem is to improve buildings and equipment in the lower end of the scale. It is difficult, if indeed possible, to justify the expenditure in this State of as much as \$400 per pupil for buildings and equipment. On the other hand,

it is even more difficult and less possible to justify an investment of as little as \$12 for buildings and equipment per pupil to be accommodated. Yet, tens of thousands of the State's school children are attending schools in buildings, which are valued at less than \$5 per pupil enrolled.

Practically all of the school plants, which have been constructed or improved during the past three years, have received some form of Federal aid. The aid has been a potent factor in accelerating the program of improving our physical school facilities. During the past two years, the Works Progress Administration has aided in constructing, or adding to 290 school buildings. These buildings represent an expenditure of approximately three million dollars, about one-half of which was contributed by the Federal Government. The opportunities for improving school buildings, under the Works Progress Administration, has never been greater than at present. Those communities, which are still in need of buildings, should make every effort to take advantage of the aid offered by the Federal Government, and obtain the needed buildings and equipment at this time, when they can be obtained at a greatly reduced local cost. It is more important for the impoverished school district to take advantage of the present opportunities than for the wealthy districts. Without Federal aid, the poor communities would find the task of providing adequate, safe, and hygienic buildings an impossible one. With Federal aid, a majority of our communities can finance their portion of the necessary building program. To this end there is a great need for intelligent leadership in rural areas.

Most of the County Superintendents have already, or are now in the process of, repairing and repainting school buildings on a county wide basis. The majority of this work has been done in cooperation with Works Progress Administration. This has been a great help to the impoverished communities in their efforts to improve and conserve school facilities.

During the past three years \$3,533,000 worth of public school buildings have been constructed with aid under the Public Works Administration program. Of this amount the Federal Government granted \$1,510,000 and local communities provided \$2,023,000.

The Division of Schoolhouse Planning has cooperated as far as possible with the Federal programs by pointing out to

National, State, and local Federal authorities the need for school buildings in the State; by contacting Federal authorities concerning specific projects; by supplying promptly information on building programs to interested school officials and cooperating with them in planning projects; and by furnishing necessary plans and specifications as promptly as possible.

Our problem is largely that of replacing buildings that are unsafe and unhygienic, and of supplementing those which are inadequate. It is our hope that within the next ten years it will become possible for every child to attend school in a building, which does not endanger life or health, and which provides sufficient space to carry on a comprehensive school program.

ADULT EDUCATION

WIL LOU GRAY, *Supervisor*

Early in the century a few educators recognized that it was possible for illiterate adults to learn. However, as late as 1916, the year in which the first appropriation was made in South Carolina for adult work, the commonly accepted belief was that adult elementary education could be secured only in youth; that missing this opportunity one must forever be unlettered; and that the field of adult education was open only to scholars. Therefore, the first task confronting the State Supervisor in 1918 was to convince the public that adults not only could learn, but wanted to learn.

The last twenty years have registered a radical change in the philosophy of education. It is now agreed that education is not only a life-long process, but that the welfare of society depends upon the ability of adults to readjust themselves in a constantly changing environment. Probably the greatest incentive to the adult education movement was the publication in 1932 of *Adult Learning* by Dr. Edwin Thorndike. His researches showed that "in general, nobody under forty-five should restrain himself from trying to learn anything because of a belief of fear that he is too old to be able to learn it. Nor should he use that fear as an excuse for not learning anything which he ought to learn." Today the adult education movement has gained such momentum that Dr. William Kilpatrick, one of America's greatest educational philosophers, named it as one of the four most significant advances in the historical development of our civilization.

Activities Summarized

During the scholastic year, 1936-37, the State Supervisor has made 94 visits to 41 counties; 116 days have been spent in the field interviewing school folk, assisting in the training of teachers, visiting schools, organizing and recruiting for the Opportunity School and speaking in the interest of adult education or the school attendance law. The following is a summary of the year's work by months:

1936—July and August: Supervised the Opportunity Schools at Clemson College and Voorhees Industrial School.

September and October: Office routine—prepared for the autumn and winter programs.

November: Teacher training conferences.

December: Edited Christmas news letters and *Clemson Days*, which were sent to 350 teachers and 400 Opportunity School pupils. Sent out 5,000 letters of invitation to the Conference for Common Good and prepared three-page circular for distribution as program at the conference.

1937—January: Developed instructional material and prepared an article for a national report on "The Techniques of Adult Elementary Education." Teacher training conference for adult teachers on state program.

February: Edited seven-page news letter and *Clemson Days*, which were sent to 600 teachers and 400 Opportunity School pupils. Wrote article on "Illiteracy" for state guide book. Attended NEA in New Orleans.

March: Developed Opportunity School plans. Met county groups of alumni and visited schools.

April: Continued to meet Opportunity School alumni and started developing program for State Pilgrimages.

May and June: State Pilgrimages. Payments made for year's work and developed plans for Opportunity Schools.

In much of this work this Supervisor had the cooperation of Mrs. Elizabeth Hutto, State Supervisor of Literacy Division of the WPA. Over 150,000 pages of instructional material for the use of the WPA and State adult teachers was prepared in the office, part of the paper for which was supplied by the WPA.

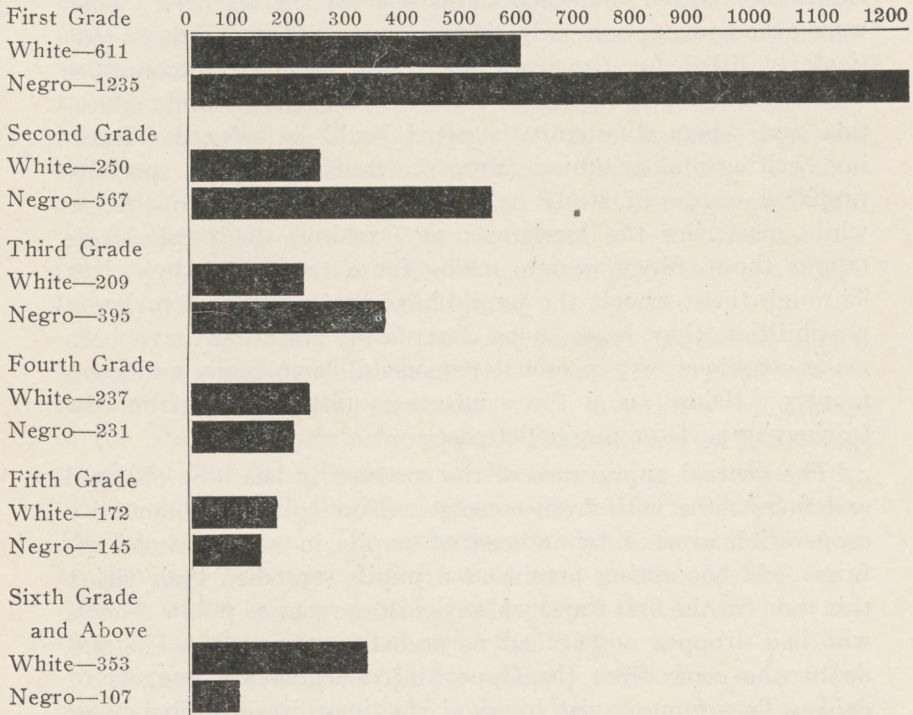
Figure Facts

Schools paid from State funds were organized in every county in the State, save Calhoun and Dillon, with the following results:

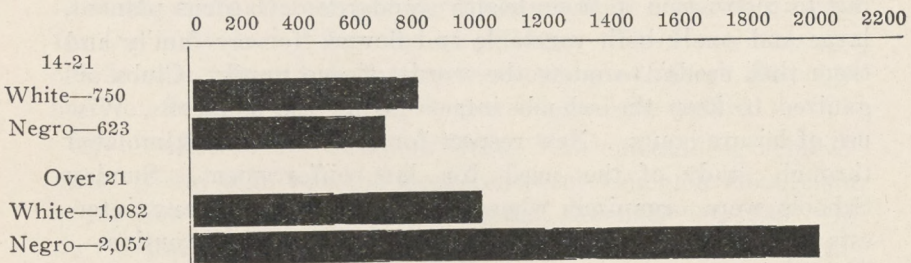
	White	Negro	Total
Number of teachers	109	120	229
Salaries paid teachers	\$7,631	\$3,214	\$10,845
Enrolment.....	1,832	2,680	4,512
Average attendance	1,428	1,823	3,251
Perfect attendance	877	909	1,786
Pupils 14 to 21	750	623	1,373
Pupils over 21	1,082	2,057	3,139
Youngest pupil	14	14	14
Oldest pupil	80	85	85
Number of pupils by grades:			
First grade	611	1,235	1,846
Second grade	250	567	817
Third grade	209	395	604
Fourth grade	237	231	468
Fifth grade	172	145	317
Sixth grade and above	353	107	460
Total average expenditure per pupil	\$5.29	\$1.97	\$3.32

An analysis of the reports shows that two groups have been reached: first, the illiterate or near-illiterate adult; and, second, the teen-age youths who, because of economic need, were forced out of school before completing the elementary grades. When the appropriation was larger, the work was divided about evenly between pupils of the fourth grade and below, and those of the fifth grade and above. However, during the past year lack of sufficient funds made it necessary to curtail classes for the advanced group because emphasis was placed upon adults over twenty-one who had not mastered the "three R's." The following graphs show the distribution of pupils by grades and ages.

ENROLMENT BY GRADES—ADULT PUPILS 1936-37



ENROLMENT BY AGE—ADULT PUPILS 1936-37



Under the State program the County Superintendents of Education located the schools and selected the teachers. They were asked to appoint only first-grade certificate teachers particularly fitted for the work and place them in communities where there was the greatest need for elementary adult education and where community support could be secured. Reading, writing and arithmetic were presented through a specially prepared course of study based on the livableness of life, so while mastering the mechanics of learning, the pupils were taught those things which make for a normal, happy life. Through these schools the pupils have been awakened to latent possibilities, they have found lost faith, and they have been made conscious of a personal responsibility to home and community. Below are a few concrete results gleaned from the teachers' reports or pupils' letters:

"The general appearance of the community has been changed and faces shine with fresh courage...New spirit of community cooperation aroused by interest of pupils in neighborhood affairs...At one voting precinct ten pupils scratched their ticket this year for the first time...Many children sent to public schools who had dropped out or had never before attended...The students who come from the Opportunity School are nuggets of gold...Towns once split by rival factions were united over working for adult schools...Libraries secured, newspapers taken and reading habits formed...Pupils have become health-minded, due to instruction in basic health standards...Gardens planted, large and small, both vegetable and flower, 'for my fam'ly and them that needs', to quote the words of one pupil...Clubs organized to keep the schools intact during the summer...Wise use of leisure hours...New respect for law and order stimulated through study of the need for law enforcement...Sunday Schools were organized where none existed...Concrete interests stimulating minds accustomed to a deadening routine...Results have not accrued to pupils alone but also to teachers who have been richly benefitted because of the stimulus of new contacts."

Outstanding Achievements

1. The School Attendance Law: Annually the Supervisor has urged the passage of a school attendance law because it

was recognized that the State was neglecting its human resources even more than its natural resources. The 1937 General Assembly is to be congratulated on the passage of a bill which approached the attendance problem in a spirit of understanding rather than force. Since there was no central clearing house designated in the bill, the attendance teachers requested the State Superintendent of Education to appoint a member of his staff to act in this capacity. The Supervisor of Adult Schools was appointed and was delighted to serve because she realized that only in the successful execution of this law could the State stop the growth of illiteracy.

Forty of the forty-six attendance teachers registered for a special summer school course at the University of South Carolina. Therefore, when assuming work they knew something of the problems confronting them. That the law is justifying itself and that the attendance teachers are doing effective work, is seen not only in increased enrolment but in increased daily average attendance. The average attendance for 1936-37 was 81 per cent, whereas for the first two months of the term 1937-38 it was 91 per cent. It is believed this is the best average attendance ever attained in the State.

Few cases where parents have wilfully refused to send their children to school have been found, but the poverty among many is appalling. The teachers report the chief causes of non-attendance to be lack of clothing and books, children needed to work, and a stereotyped curriculum which does not provide for the individual differences of children. These problems are chiefly economic and their solution must come through the cooperative efforts of the school, the parents and the public.

2. Conference for Common Good: An outstanding achievement of the year was the Conference for Common Good held at the Columbia Township Auditorium, December 20, 1936. On the invitation of Governor Johnston and the State Superintendent of Education over 1,200 trustees and others interested in the elimination of illiteracy came to Columbia from every county in the State to discuss plans for making a three-year drive against illiteracy. Secretary of Commerce, Daniel C. Roper, the guest speaker, discussed the subject, "Can a Real Democracy and Illiteracy Exist Together?" After an open discussion, the Conference agreed to work for a long term pro-

gram for the purpose of eradicating illiteracy in South Carolina and the passage of an adequate attendance law, with such legislation as would carry out both aims. This conference did much to cement sentiment for the attendance law.

3. Pilgrimages: In 1921, 100 white pupils from eighteen counties made the first State pilgrimage to Columbia, while in 1937 approximately 8,000 pupils participated in this event.

The pilgrimage for the white pupils was held May 29, when forty-one counties were represented. Spring teaching had centered around the theme, "The Adult Student Takes Stock of His County." Forty-six members of the Columbia Merchants' Association invited the counties to use their windows for displaying county exhibits and further encouraged the project by using these exhibits as a basis for a Window Guessing Contest in which they offered ten prizes totalling \$160. This contest stimulated so much interest that over 1,500 solution sheets were turned in, thus the project reached far beyond the confines of the class room. The program for the day was the same in general as those of former years. The morning was spent visiting the State House, near-by historic places and Main Street, then after lunch came a sight-seeing trip over the city, ending at the Township Auditorium where a program, "The House of Wonders," demonstrating the influence of science on man, was presented under the direction of Dr. T. F. Ball of the University of South Carolina. On Sunday, June 6, the Negro pupils came to the capital city for a similar day, save for the fact that the main feature of the auditorium program was an address by the outstanding Negro educator, Mary McLeod Bethune.

Experience has proven that of all projects none presents a greater possibility for teaching real life situations than such a pilgrimage to Columbia—getting a basis for understanding the city to be visited, the counties crossed en route, assembling proper clothes, preparing attractive, well-balanced meals, learning travel etiquette, stimulating intelligent seeing—all with the ultimate aim of arousing personal ambition and civic responsibility.

4. The Clemson and Voorhees Opportunity Schools: Two vacation schools were held during the summer. Clemson College for white students opened July 24 and Voorhees for Negroes, July 10. The 1937 Clemson College session registered 265 pupils, while at Voorhees there were 107. The student bodies

resembled those of former years save for the fact that each year registers a more advanced group, reflecting better educational opportunities and a greater desire on the part of the advanced pupils. However, there continued to be present all ages, ranging from 14 to 72; all types; and all grades. Some had never been to school a day in their lives, some were in high school; some were teen age, some were grandparents; some dull, some ambitious; some good citizens, some bad. Amalgamating such a heterogeneous group was a challenging task, but within one week after the pupils had entered, the college was more like a happy, busy home than a school. The curriculum was based on life as lived from day to day. While the pupils were mastering the tool subjects, every experience from dressing in the morning to being quiet after light bell was made a teaching situation.

The special project developed last summer at Clemson was centered around home ideals since "Opphame," a demonstration cottage which was built during the summer of 1936 at a cost of \$1,500, was furnished this summer by the students. The boys made the beds and tables, while the girls upholstered second-hand furniture for the sitting room, made rugs, curtains, quilts and linens. The total cost of furnishing the house, now rented to a member of the Clemson staff, was \$251.48.

The Opportunity Schools are cooperative undertakings sponsored by the State Department of Education, which paid the salaries of the teachers, Clemson College and Voorhees Industrial School, which provided quarters, the Education Division of the WPA and the NYA, which recruited pupils and secured scholarships, and organizations and individuals which gave financial assistance to various pupils.

The following excerpts from pupils' letters are typical reactions:

The mother of a former Opportunity School student says: "I often think of Opphame and how I enjoyed helping make things for it. E—— is still in school at the Long Creek Academy, but will finish this coming May. (When E—— attended Opportunity School first she was a fifth grade pupil.) I am sending you on a separate sheet a list of twenty names who wish to study. I became eager to study last year when Mrs. G. began the adult school here in this community. I have a

boy who wants to come next year to Opportunity School if it can be arranged."

An Opportunity School alumnus, twenty years old, who at the age of eleven stopped day school in the fifth grade to start to work, recently re-entered school in the eighth grade and wrote: "I've managed somehow to keep my head up and am now making an effort to lift myself above this quagmire of ignorance. What puzzles me is that I didn't start sooner. So far I've made what might be fair marks. I'm neither at the head nor the foot of my class, nor best nor worse...I do not believe it too late to get an education and be successful to a certain extent...Some people say that they just couldn't go back among all those smaller boys and girls. I admit that it was rather embarrassing at first. But this embarrassment is only for a few years, while if I didn't go, it would be for the rest of my life."

The Problem of Illiteracy

Eliminating illiteracy has been a slow process and at times discouraging because of (1) the preponderance of Negroes in the population; (2) the poverty of the working classes; (3) the relatively large families of the poor, necessitating children's working; (4) the ignorance of parents and their consequent indifference toward their own education and that of their children; (5) the lack of adequate labor and school attendance laws; and (6) the financial inability of the State to furnish proper school facilities either for children or for adults.

When viewed from year to year, the progress seems little, but when measured by decades the census figures show cause for gratification.

Year	White	Negro	Total
1900	54,375 (14%)	283,883 (53%)	338,659 (36%)
1910	50,242 (10%)	226,242 (39%)	276,980 (26%)
1920	38,742 (6.5%)	181,422 (29%)	220,667 (18%)
1930	36,246 (5%)	156,065 (27%)	192,311 (14.9%)

Notwithstanding the reduction made during the past decades South Carolina ranks in white illiteracy sixth from the bottom, in Negro and total at the bottom in literacy among the states of the Union. Louisiana was able to exchange national ratings with South Carolina in 1930 because she spent five dollars to

South Carolina's one in a pre-census anti-illiteracy campaign with emphasis on the Negro. It must be remembered that the Negro population in South Carolina is decreasing. The educated Negroes, those whom the State can least afford to lose, are leaving, thus their illiteracy percentage automatically goes up.

There might have been a time when the existence of illiteracy could have been excused, but that day has passed. The age of rugged individualism has gone. In a democracy such as ours, illiteracy is inexcusable, dangerous, costly and its effects reach into every home of the commonwealth. The State is too poor to continue to carry this economic liability which results in:

(a) Low cultural standards of homes. This is due to child marriages resulting in excessive birth rate. In a survey in Richland County of homes on the lower level, sixty-five homes were found where there were eleven or more children—totaling over 715 children. A social science survey recently announced that 1.7 per cent of all girls married under the age of fifteen are in the Southeast. The report, *Six Rural Problem Areas*, says: "Poor land in itself is a sufficient hazard to farming, but when, as in parts of the cotton areas, it is coupled with an excessive birth rate, the problem is greatly aggravated, and individual and family suffering multiplied."

(b) High percentage of crime. South Carolina leads the Nation in homicides. The people of the State are not inherently criminal, but because of poverty and ignorance the school and home environment has failed to develop emotional control.

A survey was recently made of the 92 women prisoners in the State Penitentiary. The average education of the mothers of the 13 white women was fifth grade, while the average education of the prisoners themselves was sixth grade, only four of the number having reached high school. Of the 79 Negro women, 50 came from homes with illiterate mothers, while the average education of the mothers of the entire group was less than two years. Of the 79 Negro prisoners, 42 were illiterate; the average education of the remaining 37 was but fourth grade. Counting an average of twenty-five years for life sentences, the combined sentences of the white women were 118 years; that of the Negroes equalled 509 years. The total sentences for whites and Negroes were 627 years. According to penitentiary figures, it costs the State \$193 a year to maintain one person at the peni-

tentiary. The 13 white women will ultimately cost the State \$22,774, the Negroes, \$98,237—a total minimum cost of \$121,011. These 13 white prisoners could have been educated through high school at a cost of \$2,852, and the Negroes at a cost of \$7,458. Thus, probably, for lack of education, the State will lose \$110,701. The \$15,247 spent last year on the 79 Negro prisoners was equal to the amount spent during the same year on the education of 1,524 Negro children.

A further study of penitentiary figures shows that of the 1,302 prisoners in the penitentiary June 30, 1936, 377, or 29 per cent, were illiterate, while 1,007 were infected with syphilis. Perhaps illiteracy coupled with illness was to a large extent responsible for the crimes committed, necessitating last year an expenditure of a quarter of a million dollars for the maintenance of the prisoners, not to mention the suffering caused by their crimes. These facts force the conclusion that it would be both wiser and more economical for the State to educate its under-privileged citizens than to maintain them in the penitentiary.

(c) Low spendable wealth. Illiterates produce little; therefore, in an age of abundance they continue to live quite primitively. The report on *Six Rural Problem Areas*, Chapter V, "Indices of Standards of Living and Education," says: "At the bottom of the list for all these items (radios, telephones, electric lights, running water) stand the Eastern Cotton Belt counties with two per cent or fewer farms reporting radio, electric lights, or water piped to the house, and fewer than five per cent of the farms with telephones. . . One-half of the Negro family heads and one-fifth of the whites in the Eastern Cotton Belt reported no schooling, and four-fifths of the Negroes and about one-half of the whites had less than five years."

Conclusions

To one unacquainted with the problem of illiteracy, it might seem hopeless, but after eighteen years' experience in the field of education for literacy, the Supervisor is more convinced than ever that illiteracy can and should be eliminated, and that the welfare of the State demands concerted action to that end. There never was a more opportune time to make intensive war on illiteracy than now, because:

(1) The 1940 Census can be used as an incentive for changing the State's rating.

(2) The illiterate, through his contact with National and State agencies has been made to realize his handicap, and

(3) The Federal Government, through the WPA program, is lending aid as never before.

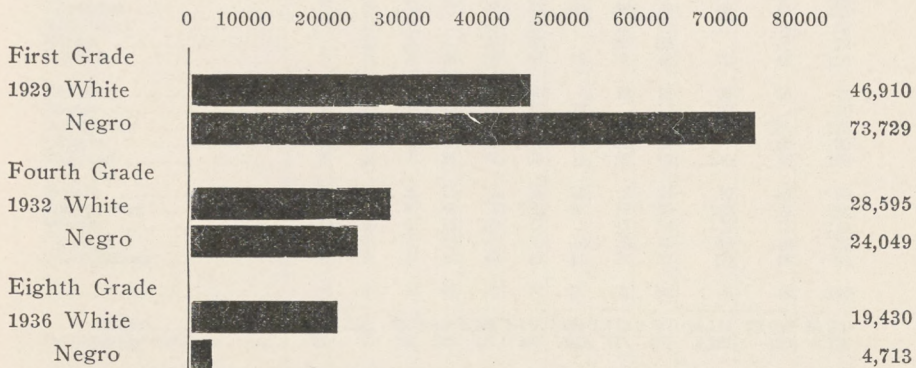
In order that the citizens of the State might be made literate, it will be necessary not only to stop the growth of illiteracy, but to teach those already illiterate; therefore, it is recommended:

1. That better financial support be given the schools with emphasis on the Negroes. (Illiterates are still being made. An attendance teacher recently visited a Negro school where the teacher had present 104 of the 108 pupils enrolled in her grade.)

2. That the school program be so revised as to interest children and hold them in school.

3. That school attendance be further encouraged by supplying free textbooks and by having special classroom provision made for over-age pupils who will not attend school willingly when grouped with six to ten year old children.

4. That more adequate after-work-hour provision be made through the public schools for the teen age, who, because of economic need, must work during the day. The following graph shows how pertinent this need is:



5. That a minimum of \$50,000 be appropriated by the General Assembly for adult elementary education with the provision that this amount be matched by the counties.

One hears much of encouraging outside capital to come to the State. South Carolina has unmined wealth in her undeveloped population, white and Negro. If the ability to read and write increases a man's earning capacity but fifty cents a day, by teaching the 192,311 illiterates, the State would put into circulation \$35,096,575 a year, not to mention the good gained by more enlightened citizenship. These people are illiterate because they have been caught in circumstances over which they had no control. If the General Assembly would make it possible for the State to spend on her people through education as she has spent on her roads, South Carolina would no longer hover near the bottom in so many counts for citizenship, but her people, like her roads, could be pointed to with pride.

**AMOUNT EXPENDED IN EACH COUNTY FOR ADULT SCHOOLS AND OPPORTUNITY
SCHOOL FROM ADULT SCHOOL APPROPRIATION. 1936-1937 APPROPRIATION \$15,000**

County	Number Teachers			Pupils Enrolled			Average Attendance			Amount Paid Teachers		
	White	Negro	Total	White	Negro	Total	White	Negro	Total	White	Negro	Total
Abbeville	1	1	2	16	15	31	8	12	20	\$48	\$23	\$71
Aiken	4	7	11	94	160	254	70	96	166	205	104	309
Allendale	1	2	3	15	44	59	12	34	46	64	80	144
Anderson	6	1	7	120	28	148	97	18	115	387	26	413
Bamberg .....	..	3	3	..	48	48	..	35	35	....	72	72
Barnwell	1	1	2	22	48	70	12	24	36	72	24	96
Beaufort .....	..	4	4	..	90	90	..	60	60	....	88	88
Berkeley .....	..	4	4	..	93	93	..	71	71	....	90	90
†Calhoun .....	..	..	..	..	..	..	..	..	..	....	..	..
Charleston	3	6	9	47	128	175	29	75	104	144	144	288
Cherokee	1	1	2	15	23	38	11	15	26	64	32	96
Chester	10	..	10	159	..	159	136	..	136	375	....	375
Chesterfield	4	1	5	65	18	83	50	10	60	230	39	269
Clarendon	2	1	3	29	27	56	18	18	36	88	18	106
Colleton .....	..	4	4	..	78	78	..	60	60	....	96	96
Darlington	2	3	5	27	75	102	21	54	75	96	72	168
†Dillon .....	..	..	..	..	..	..	..	..	..	....	..	..
Dorchester	1	2	3	10	30	40	10	19	29	36	36	72
Edgefield	2	1	3	34	26	60	21	17	38	60	42	102
Fairfield	2	3	5	18	100	118	13	54	67	66	81	147
Florence	2	2	4	30	46	76	20	24	44	76	54	130
Georgetown	1	3	4	12	72	84	9	57	66	48	72	120
Greenville	13	4	17	365	76	441	254	55	309	822	*	822
Greenwood .....	..	4	4	..	84	84	..	44	44	....	108	108
Hampton	2	..	2	45	..	45	34	..	34	96	....	96
Horry	2	1	3	21	16	37	19	14	33	95	24	119
Jasper .....	..	4	4	..	71	71	..	54	54	....	111	111
Kershaw	1	4	5	14	147	161	8	105	113	26	72	98
Lancaster	1	1	2	15	19	34	13	15	28	36	24	60
Laurens	1	2	3	14	67	81	9	54	63	72	72	144
Lee	1	5	6	14	116	130	11	86	97	50	183	233
Lexington	2	3	5	37	45	82	33	36	69	93	84	177
McCormick .....	..	1	1	..	24	24	..	19	19	....	36	36
Marion .....	..	2	2	..	39	39	..	26	26	....	72	72
Marlboro	1	2	3	18	50	68	13	27	40	72	48	120
Newberry	1	2	3	6	34	40	6	19	25	35	36	71
Oconee	1	..	1	17	..	17	12	..	12	60	....	60
Orangeburg .....	..	10	10	..	267	267	..	190	190	....	225	225
Pickens .....	..	2	2	..	54	54	..	24	24	....	60	60
Richland	2	2	4	24	35	59	16	27	43	130	38	160
Saluda	1	1	2	15	13	28	15	9	24	40	20	60
Spartanburg	4	4	8	83	76	159	53	47	100	152	64	216
Sumter	1	2	3	14	59	73	7	47	54	72	72	144
Union	1	2	3	19	40	59	10	23	33	48	48	96
Williamsburg	1	2	3	14	45	59	11	26	37	50	48	98
York	2	2	4	44	33	77	27	25	52	96	48	144
Total	81	112	193	1,492	2,556	4,048	1,088	1,719	2,807	\$4,114	\$2,686	\$6,800
Opportunity Schools	26	8	34	340	125	465	339	118	457	3,221	420	3,721
Supervisor Salary												2,400
Supervisor Travel												643
Stenographic Assistance												1,200
Miscellaneous—Printing, Pilgrimage expenses, office equipment												323
Grand Total spent by Adult Department—1936-37												\$15,087

*Negroes paid by county. †No program.

BUREAU OF EXAMINERS FOR TEACHERS

H. B. DOMINICK, *Director*

The scholastic year which closed June 30, 1937, has been a busy one for the Bureau of Examiners for Teachers. The volume of work in this department is rapidly increasing. More adult teachers are needed to carry on the intensive drive against illiteracy. More elementary teachers are needed to relieve overcrowding in the lower grades. More high school teachers are needed to care for the expansion of the high school curricula. This need is greatest in the special fields where the demand for adequately trained teachers of Agriculture, Commercial Subjects, Home Economics, Industrial Subjects and Physical Education, exceeds the supply. It may seem paradoxical to say that good teachers are always scarce; nevertheless, this statement is true.

In many states there is a growing tendency to discontinue the issuance of blanket certificates on the basis of bachelors' degrees. We approve of this tendency and wish to urge the State Board of Education to revise and rewrite the rules and regulations for the certification of teachers so that teachers will be certificated to teach only in the field and as far as possible in the specific subjects or combinations of subjects in the field in which they have had adequate academic preparation and professional training to teach successfully. This preparation should be clearly stated on an official college transcript. We believe such a revision of the rules and regulations would prevent many maladjustments or misfits and thus enable the schools to achieve greater results.

The last General Assembly authorized a one-year extension of all teachers' certificates which expired July 1, 1937. This is the sixth consecutive extension made by Legislative Enactment. Consequently, a very large majority of all teachers' certificates expire July 1, 1938. Now, since the General Assembly has increased teachers' salaries and lengthened the school term, it seems that taxpayers, patrons and school officials have the right to expect a corresponding increase in teaching efficiency. We firmly believe that a further extension of certificates by Legislative Enactment will greatly retard the growth of the teaching profession and weaken teaching efficiency.

The Extension Department of Furman University conducted extension courses at the following centers: Florence, Furman University, Lake City, and Sumter. In each center, the courses selected by the in-service teachers were designed to meet the specific needs of the teachers and should, therefore, increase teaching efficiency as well as enable teachers to secure the credits for extension of their certificates. One hundred fifty-nine teachers completed extension courses.

The newer aims and objectives of education, the revised curricula and modern methods of procedure in teaching, all emphasize the need of more in-service training for teachers. To meet this need for white teachers, ten summer schools were conducted: seven of these were conducted for a period of six weeks, one for a period of twelve weeks and two for a period of nine weeks. The nine-weeks summer school seems to offer superior advantages both to teachers and to college students. The education credits which are required for professional certificates may be earned by attending this summer school for two sessions. Undergraduate teachers and college students may earn the equivalent of a full year's work in college and graduate students may meet the requirements for a master's degree in three nine-weeks summer sessions. The total enrolment in above summer schools for whites was 1,765.

Eleven summer schools were held for the benefit of Negro teachers; nine of these were conducted for a period of six weeks and two for a period of nine weeks. The attendance and achievements at the nine-weeks summer schools were very satisfactory. The total enrolment in the summer schools for Negro teachers was 1,960. The percentage of Negro teachers in attendance at summer schools was much larger than that of the white teachers.

The Parker School Conference held largely for Parker School teachers was held at Tamassee for twelve days, June 14 to June 26. I quote the purposes of this school to show its aims and objectives: "*First*—To consider points of view in modern education and to work out practical applications of these points of view in various school situations. *Second*—To show what is meant by 'Centers of Interest,' 'Units of Work,' and how they may be used to integrate the various subjects in the curriculum. *Third*—To give inspiration, help, and encouragement in initiat-

ing and developing Centers of Interest." Seventy-seven teachers earned credits for completing the work outlined for this Conference.

Of the 22,887 outstanding certificates for the scholastic year including 6,178 life certificates, 15,842 are held by whites and 7,045 by Negroes.

Of the 15,842 certificates held by whites, 15,692 are first-grade; 147 are second-grade; and 3 are third-grade.

Of the 7,045 certificates held by Negroes, 5,303 are first-grade; 1,668 are second-grade; and 74 are third-grade.

Of the 74 non-standard certificates held by whites, 62 are first-grade; and 12 are second-grade.

Of the 978 non-standard certificates held by Negroes, 135 are first-grade; 819 are second-grade; and 24 are third-grade.

Of the 14,193 teachers employed for the scholastic year, 9,095 are whites and 5,098 are Negroes.

Of the 9,095 white teachers employed for the scholastic year, 9,078 held first-grade certificates; 17 held second-grade certificates; and none held third-grade certificates.

Of the 5,098 Negro teachers employed for the scholastic year, 4,018 held first-grade certificates; 1,063 held second-grade certificates; and 17 held third-grade certificates.

The Bureau of Examiners for Teachers is required to charge a fee of fifty cents for every duplicate certificate. On June 30, 1936, the Bureau of Examiners for Teachers had on deposit with the State Treasurer the sum of \$427.50. From June 30, 1936 to June 30, 1937, 276 duplicates were issued and the sum of \$138.00 was deposited with the State Treasurer. At the close of the scholastic year, June 30, 1937, the Bureau of Examiners for Teachers had on deposit with the State Treasurer the sum of \$565.50 as no disbursements have been made from this fund.

NEGRO SCHOOLS

J. B. FELTON, *State Agent*

The State Agent for Negro Schools has finished twenty-five years of public school administrative service. On January 1, 1913, he assumed the office of County Superintendent of Education of Anderson County and served in this capacity for six and three-quarter years. On October 1, 1919, he became

the State Agent for Negro Schools. He has been in position to more closely observe any progress that might have been made than any other citizen.

Comparatively speaking, school conditions and advantages have gone forward very materially during the last twenty-five years. However, when we compare conditions then and as they exist today, the gap as shown by different phases of comparison has not been materially lessened. While in some cases, it has been helped, generally where something has been done for Negro schools, a correspondingly greater per cent has been done for the white schools. Therefore, critics of a dual system of schools are inclined to reason that the advantages that the Negro schools have received are only due to the fact that the White schools have made such magnificent growth. The following facts are given in order that everyone may understand the true conditions:

In 1911, there were 4,255 White teachers in the public schools of the State; there were 2,752 Negro teachers. In 1936, there were 8,730 teachers in the White schools and 4,933 teachers in the Negro schools. The White teachers have more than doubled, while the Negro teachers have not quite doubled during this period. However, the White school enrolment has increased in proportion more than has the enrolment for the Negro schools.

In 1911, the proportion of money spent on Negro and White pupils was 88.1 per cent on each White pupil and 11.9 per cent on each Negro pupil. In 1936, it was 81.5 per cent for White pupils and 18.5 per cent for Negro pupils.

In 1911, the average number of children under each teacher was 38 for White teachers, while the average number of children per teacher in the Negro schools was 70. This has been reduced in both cases; to 30 children for each White teacher and 44 children for each Negro teacher. The average White school in 1911 ran for 120 days, while the average Negro school was in session for 70 days. In 1936, the average White school operated for 173 days and the average Negro school was in session 127 days.

Out of every dollar spent for teaching in 1911, 82.6 per cent went to the White teachers and 17.4 per cent went to the Negro teachers. In 1936, 83.4 per cent went to the White teachers and the Negro teachers received only 16.6 per cent.

For a period of years special effort has been placed upon buildings for both Negro and White schools but here again

greater stress has been placed upon White school buildings at the neglect of buildings for Negro children. In 1911, out of every dollar spent for public school property for the children of the State, 12.8 per cent was invested in public school property for Negroes and 87.2 per cent was invested in property for White children. In 1936, 12.3 per cent of the money invested in public school property was for Negro children, while 87.7 per cent was invested in property for White children.

In some schools, the colored children are very well taken care of, but in the great majority of cases, the school conditions under which children have to learn are so poor that it is impossible for any very worthwhile progress to be made. In the office of the Director of Schoolhouse Planning, there is a picture of every schoolhouse in the State, arranged by counties. One has only to look at these pictures to find out what handicaps are placed in the way of the progress of Negro children from a material standpoint. Good teachers cannot do their best work under conditions such as mentioned above.

The health of our State depends upon the health of every citizen of the State. The illiteracy of our State is measured in terms of the individuals that comprise the citizenship of the State. Therefore, it is essential that all the children of all the people be given a square deal.

As stated above, progress has been made in the last quarter of a century, but are we satisfied to still continue the wide difference between the opportunities given one-half of our citizenship as compared with the opportunities given the other half. Not enough money is being spent on the White children of the State. There certainly should be much more spent than at present upon our colored children to give them an opportunity to fill their proper places in the State twenty-five years hence.

The right-thinking people of both races recognize the differences mentioned above and are willing to use their efforts and influence to rectify them as far as possible. The statistical report of the State Superintendent of Education goes into every state in the union and one has only to compare figures to see what is being done for the two groups of our citizenship.

In the business world there is not a wide difference made in the wages paid brick masons, plasterers, et cetera, and those paid White laborers in the same occupation, but in the teaching pro-

fession, there is a wide difference between the salaries of the White and Negro teachers of the State. In teaching where much more capable people are required in dealing with the minds of children, it appears that the difference should not be as great as has been the case for the twenty-five years referred to in this report.

The Negro teachers have carried on wonderfully well; they have done a god job. The records of our State today show that the percentage of Negroes in the courts has decreased. It takes a great deal more money to convict a criminal than it does to educate a child. Our educated people as a rule are our assets among both the White and Negro populations. In order for all of us to have a higher plane of living, it is necessary to give all of the pupils of our public schools an opportunity to prepare themselves to live.

CONTRIBUTIONS FOR COLORED SCHOOLS

County	Jeanes Fund		Slater Fund	Rosenwald	General Education Board Summer School	Total
	No. Months Employed	Paid from Jeanes Fund				
State .....	..	.....	.....	†*\$160.00	*\$600.00	\$760.00
Abbeville	8	\$300.00	.....	.....	.....	300.00
Aiken	8	224.20	.....	.....	.....	224.20
Allendale	8	216.00	\$250.00	.....	.....	466.00
Anderson	10	102.80	.....	.....	.....	102.80
Bamberg	9	270.00	.....	.....	.....	270.00
Barnwell	8	300.00	.....	.....	.....	300.00
Beaufort	9	254.00	.....	.....	.....	254.00
Calhoun	8	300.00	.....	.....	.....	300.00
Charleston	10½	283.00	.....	.....	.....	283.00
Cherokee	8	300.00	400.00	.....	.....	700.00
Chester	8	300.00	.....	.....	.....	300.00
Chesterfield	8	216.00	.....	.....	.....	216.00
Clarendon .....	..	.....	500.00	.....	.....	500.00
Colleton	8½	194.00	.....	.....	.....	194.00
Darlington	8	216.00	500.00	.....	.....	716.00
Dorchester	8	216.00	.....	.....	.....	216.00
Edgefield	8	216.00	.....	.....	.....	216.00
Fairfield .....	..	.....	200.00	.....	.....	200.00
Florence	9	194.00	.....	.....	.....	194.00
Greenville	9	351.00	.....	†450.00	.....	801.00
Greenwood	8	360.00	.....	.....	.....	360.00
Hampton	8	300.00	.....	.....	.....	300.00
Horry	8	172.00	400.00	.....	.....	572.00
Jasper	8	162.00	.....	.....	.....	162.00
Kershaw	8	183.00	.....	.....	.....	183.00
Laurens .....	..	.....	28.00	.....	.....	28.00
Lee	8	94.00	.....	.....	.....	94.00
Lexington	9	288.00	.....	.....	.....	288.00
Marion	8	350.00	.....	.....	.....	350.00
Marlboro	10	216.00	.....	.....	.....	216.00
Newberry	12	288.00	.....	.....	.....	288.00
Oconee	8	390.00	.....	.....	.....	390.00
Orangeburg	10	219.00	.....	.....	.....	219.00
Pickens	8	300.00	.....	.....	.....	300.00
Saluda	8	172.00	250.00	.....	.....	422.00
Spartanburg	9	315.00	.....	.....	.....	315.00
Sumter	9	194.00	.....	.....	.....	194.00
Union	8	315.00	.....	.....	.....	315.00
Williamsburg	8	300.00	500.00	.....	.....	800.00
York	8	170.00	.....	.....	.....	170.00
Total .....	..	\$9,241.00	\$3,028.00	\$610.00	\$600.00	\$13,479.00

* Summer school course given to prospective Jeanes teachers and principals of three, four and five-teacher schools at State College and at Allen-Benedict. † Half salary of a repair mechanic.
†* Rosenwald day program and beautification contest.

EXTENSION OF EDUCATIONAL ACTIVITIES

GEO. D. BROWN, *Director**The Status of the Rural Elementary Schools*

The rural schools, and especially the small elementary rural schools, still constitute the weakest link in our State's educational program. This is no attempt to draw a gloomy picture of the status of our rural elementary education, nor to compare it with those of other states. Rather it is an attempt to face realities. That much progress has been made, the author of this report is happy to assert. Slowly but steadily the physical conditions are being improved. Evidences of improved methods are beginning to appear, especially in certain centers and the outlook and general morale of an ever larger percentage of teachers betoken a better day for education. Teachers are seeking suggestions for improvement and parents are more appreciative and cooperative.

However, needs still exist. Undesirable conditions still prevail. These needs and conditions demanding immediate attention are:

A. Instruction in a majority of the rural elementary schools is not of that fundamentally vital nature which meets the needs of the pupils. "Education is life." Yet the curriculum in many schools does not reflect life. The instruction, too often, is antiquated, bookish, stereotyped and remote. Life experiences within the classroom are lacking. The content taught is often meaningless and uninteresting to children because it is apart from their living. Cramming and reciting crowd out experiencing. Schools are failing to utilize the natural, economic, and social resources of the community, and as a result, they fail to transform community life. No greater need exists than that of a readjusted curriculum that will enrich and vitalize the thinking and living of the people.

B. There is a woeful lack of instructional material in the majority of classrooms. There are too many bleak and empty classrooms with little material of an educative nature. The adopted texts usually constitute the chief source of materials. Supplementary books, newspapers, magazines, pictures, maps, reference books, constructional tools and materials from the environment are rare. This condition is due to three causes: First,

an over-emphasis on the single textbook plan; second, the tendency of superintendents to equip high schools to the neglect of the lower grades; and third, the failure of teachers to draw upon environmental and free sources of materials.

C. The work of the small rural schools respecting teacher-load needs reorganization. In most schools, this load is distributed on the grade basis. For example, in a three-teacher school of seven grades, the primary teacher often has more pupils than both of the other teachers. In a two-teacher school, the primary teacher often has three-fourths of the pupils. This weakens instruction in the first and second grades where it should be at its strongest. The proper beginning for the primary pupil is most vital since it conditions his later progress. This serious situation might be remedied by adjusting the teacher-load on the basis of pupils taught rather than on grades taught.

D. More adequate supervision in the small rural schools is needed. Practically all of our rural elementary teachers have little or no supervision. Principals in the small schools carry a full teaching load and have no free time to supervise. County Superintendents of Education are too busy with administrative duties to give much attention to methods of classroom instruction. Rural teachers are thus left to solve their own teaching problems and work in isolation unaware of the more advanced technique and methods. Thus, they fail to get the stimulation for professional growth that adequately supervised teachers receive.

E. The low status of teacher tenure greatly impedes rural school progress. A good school cannot be built in a day. To build a curriculum that will be effective in community life requires long-time planning and continuous cooperative work of parents, pupils and teachers. Many splendid educational programs in rural communities are abruptly ended each year due to change in teacher personnel. Teachers go from one school to another, or are dismissed often for whimsical reasons. A change in the personnel of the school board often causes an upheaval of the educational program in the community. Entirely too many schools are forever "starting over" their school programs. This situation is grave and is analogous to the economic situation in the State brought about by the turn-over in

tenant-farmers. Little permanent improvement in our rural schools can be made until we have improved this condition.

Efforts Being Made to Improve the Rural Elementary Schools

The writer of this report has attempted to better the conditions in the rural elementary schools through the following types of service:

A. By establishing school units or centers in various counties. Although an attempt is made to visit all of the schools, experience has shown that concentrated attention on certain centers is wise. If certain school centers are definitely improved, the example and influence of these centers will tend to leaven the whole State thus making it easier to aid other schools in the future.

B. By organizing teachers into groups for conferences and visitations. Teachers from the school centers (referred to above) have been encouraged to form groups to study methods of improvement. Conferences have been arranged for these groups, and they have made many visits to schools where improved teaching is done. In this manner, more aid is given to teachers, and larger numbers reached.

C. By encouraging teachers everywhere, and particularly in the school centers, to reconstruct their teaching procedures in terms of the life interests and needs of the pupils of the community. All other services rendered by the writer, it is hoped, will serve as contributory factors to this service—the vitalizing of the classroom instruction and the improvement of the community life. Organizations, conferences, supervision, visitations and materials are of no avail unless they contribute to improved teaching and leadership in the school and community.

D. By assisting teachers in procuring instructional material. Every effort is made to assist teachers in providing materials for their pupils. Teachers are shown how to increase their supply of materials, by: (1) Using resources of their community, (2) making materials, (3) securing free materials, (4) exchange of materials, especially supplementary readers, among different schools in the established school centers, and (5) by the wise expenditure of funds available.

E. By encouraging closer cooperation of parents with the work of the schools. The writer feels that the school is for the community and that its educational program should represent a community enterprize. This enterprize, to be effective, should be understood, appreciated by and participated in by the pupils and parents. It should be a joint undertaking leading to improved living by young and old in the community. The writer has spent approximately as much time working with parents in the various communities as with the teachers and pupils.

F. By assisting teachers in reorganizing their teaching load. Efforts are made to reorganize the basis for distribution of teacher-load in schools where disproportionate numbers of pupils have been assigned to certain teachers. Teachers are encouraged to distribute their work on the basis of the number of pupils taught instead of the grade basis. Such reorganizations are proving helpful. No wonder that teachers, driven by fantastic schedules of rote lessons fail to offer real education in any subject, or that children hurried from class to class, come to regard school as a place for reciting rather than learning.

G. By encouraging trustees to retain teachers in their schools when they are rendering valuable service to the schools and communities.

H. By encouraging professional growth in teachers. Teachers are being encouraged to read professional books, attend conferences, visit progressive schools and attend summer schools offering modern programs of teacher training.

Recommendations

In view of the present status of rural elementary education in our State and of the steps now being taken to improve them, the writer of this report, offers the following suggestions:

A. That efforts be continued to reconstruct the curricula of the rural elementary schools on a basis of life experiences for pupils and parents to the end that community life may be improved; that the plan of organizing school centers be continued and expanded as rapidly as definite programs can be set up in these centers; that the State institutions of higher learning, (Winthrop and the University of South Carolina), be called upon to aid in this movement by the establishment of

curriculum laboratories, by placing greater emphasis upon the preparation of primary and elementary teachers and by making available the services of at least one faculty member to work with members of the State Department in the school centers above mentioned.

B. That every encouragement be given to superintendents of schools in the provision of adequate materials of instruction in the lower grades. We earnestly urge trustees and school workers to become elementary-school-minded.

C. That County Superintendents of Education be given supervisors who could devote their entire attention to aiding the teachers in the rural schools. (It is recommended that six supervisors be employed next year to work in the counties most in need of supervision.)

D. That the distribution of teacher-load in the rural schools be made on the basis of pupils taught rather than grades taught.

E. That at least six county summer conferences or centers be conducted. There are hundreds of faithful and ambitious teachers, who have given many years of their lives to the cause of education, who are for many reasons unable to attend summer schools conducted at colleges and universities, but who could attend county conferences. Three such centers or conferences were successfully operated in South Carolina last summer. We must train these teachers in service. (Can we afford to lose them?)

F. That a helping hand be given the Negro. No State can afford to deny the Negro what should be given him.

G. Stress reading—State-wide—If a child really learns to read, he possesses a tool whereby to obtain his own education.

H. That children, teachers, parents and friends of public education show their appreciation to the Legislature for educational helps provided at the last session by taking advantage of same, by full cooperation, and by praying for a continuance and enlargement of program this session.

HIGH SCHOOLS

JOHN G. KELLY, *State Supervisor*

The accredited high schools of South Carolina vary both as to length of term and as to type of organization. Under the

laws of the State, a high school with a term of eight months may be fully accredited. Most of the high schools, however, have nine months' terms. The number of reorganized schools, that is, schools having the seventh grade as an integral part of the high school, continues to increase.

ACCREDITED HIGH SCHOOLS

High Schools Having a Term of Nine Months—1936-1937

Senior High Schools—Grades 9-10-11

Anderson Boys' Anderson	Florence
Anderson Girls' Anderson	Greenville
Columbia	

Junior High Schools—Grades 7-8

Anderson	Hyatt Park Junior, Columbia
Donaldson, Greenville	Joanna Junior, Goldville
Florence	John Street Junior, Greenville
Ford Junior, Laurens	Park Street Junior, Greenville
Hand Junior, Columbia	Wardlaw Junior, Columbia

Five-Year High Schools—Grades 7-8-9-10-11

Aiken	Hampton
Barnwell	Iva
Baron DeKalb, Westville	Johnston
Beaufort	Jonesville
Blackville	Kingstree
Boiling Springs, R-1, Inman	Langley-Bath, Langley
Buford, RFD, Lancaster	Laurens
Bush River, R-3, Newberry	McColl
Campobello	Neeses
Cordova	Ninety Six
De la Howe, McCormick	Pendleton
Denmark	Salem, Salem
Dentsville	St. Matthews
Duncan	Slater-Marietta, Marietta
Edgefield	Smoaks
Ellenton	Springfield
Gramling	Tamassee D. A. R., Tamassee
Great Falls	Taylors

University, Columbia
 Walterboro
 Ware Shoals
 Welcome, RFD, Greenville

Westville, RFD, Greenville
 Williamsburg, RFD, Andrews
 Williston-Elko, Williston

Four-Year High Schools—Grades 8-9-10-11

Abbeville	Chesnee
Allendale	Chester
Andrews	Chesterfield
Antioch, R-1, Camden	Cleveland, Madison
Antioch, R-1, Hartsville	Clinton
Aynor	Clio
Bamberg	Clover
Batesburg-Leesville, Batesburg	Consolidated No. 1, Lykesland
Belton	Cope
Bennettsville	Conway
Berea, R-1, Greenville	Cottageville
Bethany, Clover	Cowpens
Bethune	Cross
Bishopville	Cross Anchor
Blacksburg	Dacusville
Blackstock	Dillon
Blaney	Donalds
Bluffton	Due West
Blythewood	Dunbarton
Bowman	Easley
Branchville	Ebenezer, R-3, Walhalla
Brittons Neck, Gresham	Edgmoor
Brunson	Edisto Island
Brookland-Cayce, New Brook-	Ehrhardt
land	Elim, Effingham
Calhoun-Clemson, Calhoun	Ellen Woodside, R-3, Pelzer
Calhoun Falls	Elliott
Camden	Elloree
Cameron	Estill
Central, Rembert	Eutawville
Centenary	Epworth Orphanage, Columbia
Chapin	Fairfax
Charlotte Thompson, Boykin	Fairforest
Cheraw	Fair Play

Fairview, R-1, Oswego	J. C. Lynch, Coward
Flat Creek, RFD, Kershaw	Jefferson
Fletcher Memorial, McColl	Jenkinsville
Fork Shoals, R-4, Pelzer	Johns Island
Fort Lawn	Johnsonville
Fort Mill	Jordan, R-2, Greer
Fountain Inn	Kelly-Pinckney, Kelton
Furman	Keowee, Seneca
Gaffney	Kershaw
Garnett	Lake City
Georgetown (Winyah)	Lake Swamp, RFD, Timmons-
Gilbert	ville
Graniteville	Lake View
Gray's Consolidated, Early	Lamar
Branch	Lancaster
Gray Court-Owings, Owings	Landrum
Greelyville	Latta
Greenbrier, RFD, Winnsboro	Lebanon, R-1, Pendleton
Greenwood	Lexington
Greer	Liberty
Hannah, Hyman	Little Mountain
Hardeeville	Lockhart
Harleyville	Lodge
Hartsville	Long Creek
Heath Springs	Lydia
Hebron, Cades	Lynchburg
Hemingway	McBee
Hendersonville, White Hall	McClellanville
Hickory Grove	McCormick
High School of Charleston,	Macedonia-Angelus, Angelus
Charleston	Macedonia, RFD, Bonneau
Hilda	Manning
Hillcrest, Dalzell	Marion
Holly Hill	Mauldin
Holly Springs, Inman	Mayesville
Honea Path	Memminger, Charleston
Indian Land, RFD, Fort Mill	Midway, Cassatt
Indiantown, Cades	Moncks Corner
Inman	Monticello, Strother
Irmo	Mountain View, Taylors

Mountville
 Mt. Croghan
 Mt. Pisgah, RFD, Kershaw
 Mullins
 Myrtle Beach
 Newberry
 New Prospect, Inman
 Nichols
 North
 North Augusta
 North Charleston
 Norway (Willow)
 Oakley Hall, Rodman
 Oakway, Westminster
 Olanta
 Olar
 O'Neal, Prosperity
 Orangeburg
 Pacolet
 Pageland
 Pamplico
 Paris, RFD, Greenville
 Parker, Greenville
 Pauline
 Pelion
 Pelzer
 Pickens
 Piedmont
 Pine Grove, Lone Star
 Pinewood
 Pomaria
 Prosperity
 Providence, Holly Hill
 Rains
 Reidville
 Richburg
 Ridgeland
 Ridge Springs
 Ridgeville
 Ridgeway

Riverside, St. Charles
 Rock Hill
 Roebuck
 Rowesville
 Ruby
 Ruffin
 St. Albans, Piedmont
 St. George
 St. John's, Darlington
 St. Paul's, Yonges Island
 St. Stephen
 Salley
 Saluda
 Scranton
 Seneca
 Sharon, Sharon
 Sharon, RFD, Abbeville
 Simpsonville
 Silverstreet
 Six Mile
 Socastee, RFD, Myrtle Beach
 Spartanburg
 Starr
 Stoney Hill, RFD, Prosperity
 Summerton
 Summerville
 Sumter
 Swansea
 Tans Bay, R-3, Florence
 Timmons ville
 Townville
 Travelers Rest
 Trenton
 Union, Union
 Union, R-3, Georgetown
 Varnville
 Wagener
 Walhalla
 Ward
 Washington, Parksville

W. L. T., Wellford	Winthrop Training, Rock Hill
Westminster	Woodruff
West Springs, R-2, Pauline	Yemassee
White Plains, Pelzer	York
Whitmire	Zion, R-2, Mullins
Williamston	Zoar, RFD, Chesterfield
Winnsboro (Mt. Zion)	

Three-Year High Schools—Grades 8-9-10

Chappells	Van Wyck
Midway, Elloree	

High Schools Operating Under the Eight Months, 900-Hour Law—1936-1937

Five-Year High Schools—Grades 7-8-9-10-11

Central, Central	Salem Centralized, New Zion
Hollywood, Saluda	Windsor

Four-Year High Schools—Grades 8-9-10-11

Antreville, Abbeville	Lower Marlboro, Blenheim
Cross Hill	Lowndesville
Fairview, RFD, Leesville	Monetta
Floyds, Nichols	Plum Branch
Gable	Sherwood, Lynchburg
Green Sea	Turbeville
Hickory Tavern, Gray Court	Wampee
Loris	

NEGRO HIGH SCHOOLS

High Schools Having a Term of Nine Months—1936-1937
Diploma High Schools

Booker Washington, Columbia	Robert Smalls, Beaufort
Drayton Street, Newberry	Sims, Union
Emmett Scott, Rock Hill	Sterling, Greenville
Finley, Chester	Wilson, Florence
Mayo, Darlington	

New High Schools
(Established Within the Past Three Years)

Third-Year High Schools

Alston, Summerville	Reed Street, Anderson
Bell Street, Clinton	Tomlinson, Kingstree
Oconee Training, Seneca	

Second-Year High Schools

Abbeville Training, Abbeville	Lancaster Training, Lancaster
Conway	

High Schools Having a Term of Eight Months, 1936-1937

Third-Year High Schools

Bennettsville, Bennettsville	Marion Co. Training, Marion
Butler, Hartsville	Orangeburg Co. Training, El-
Colleton Co. Training, Walter-	lore
boro	Saluda, Rosenwald, Saluda

Second-Year High Schools

Allendale Co. Training, Allen-	Brockington, Timmons
dale	ville
Anderson Co. Training, Pen-	
dleton	

First-Year High Schools

Ridge Hill, Ridge Spring

*Enrollment by Grades and Sex in the Accredited White High
Schools of South Carolina*

Grade	Boys	Girls	Total
8th Grade	9,563	10,020	19,583
9th Grade	7,314	8,188	15,502
10th Grade	5,983	7,456	13,439
11th Grade	4,601	6,513	11,114
	27,461	32,177	59,638
Total Number of Graduates, 1937			9,059

Enrollment in Accredited Negro High Schools

Boys	Girls	Total
1,821	3,331	5,152
Total Number of Graduates, 1937		369

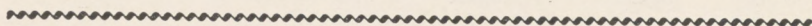
An effort has been made to bring about general improvements in the high schools during the year 1936-1937. New buildings have been erected and old buildings have been repaired and enlarged; new departures in curriculum offering and in methods of instruction have been encouraged; and better administrative and supervisory practices have been advocated.

In addition to the general supervisory activities, three specific projects were carried on during the year.

Additional schools were reorganized as five-year high schools. In every reorganized school the curriculum of the seventh and eighth grades was enriched and an improved high school program was put into effect. A school is not encouraged to attempt a five-year program until it is in position to expand its offerings.

The South Carolina Every-Pupil Testing Program, under the sponsorship of the Department of Superintendence of the South Carolina Education Association, the Personnel Bureau of the University of South Carolina, and the Office of the State High School Supervisor, continues to grow. This year 24,401 tests were administered to pupils in 83 high schools; and confidential reports were made to each of the participating schools. The project is carried on as a means of assisting schools to determine the levels of achievement of individual pupils and to evaluate the effectiveness of the instructional program.

Major emphasis this year was placed on the improvement of library service in the high schools. New library standards were set up by the State Board of Education. These standards served as a basis for discussion in a series of conferences held in the several parts of the State, which were attended by representatives of practically all of the high schools of the State. Through bulletins, correspondence, and school visitation, as well as through conferences, attention was focused on the need for improved library facilities and services.



Summaries



THE HISTORY OF THE UNITED STATES

OF THE

AMERICAN PEOPLE

The history of the United States is a story of the growth of a nation from a collection of small, separate colonies to a great, unified country. It is a story of the struggles and triumphs of the American people, of their quest for freedom and self-government.

In the early years, the colonies were largely self-sufficient, but they began to look to England for protection and guidance. As the colonies grew, so did their desire for independence.

The American Revolution was a turning point in the nation's history. It was a time of great sacrifice and heroism, as the colonies fought for their freedom from British rule.

THE AMERICAN REVOLUTION

The American Revolution was a struggle for the rights of the people. It was a time when the colonies declared their independence from Great Britain and fought a war to win it.

The war was a long and difficult one, but the colonies eventually won their freedom. The new nation was born, and the people began to build a new life for themselves.

The American Revolution was a great event in the history of the world. It was a time when the people of a small colony fought for their freedom and won it. It was a time when the people of a new nation began to build a new life for themselves.

Statistical Summaries of All Public Schools 1936-37

POPULATION OF CHILDREN IN PUBLIC SCHOOL AGE (1932-33 Enumeration)

	White	Negro	White and Negro
Population 7-13 years (Inclusive):			
Boys	96,880	90,176	187,056
Girls	94,746	91,226	185,972
Total	191,626	181,402	373,028
Population 6-20 years (Inclusive):			
Boys	173,908	163,843	327,751
Girls	170,789	169,047	339,936
Total	344,697	332,890	677,587

ENROLMENT

Elementary:			
Boys	103,732	99,099	202,831
Girls	95,775	107,340	203,115
Total	199,507	206,439	405,946
High School—Accredited:			
Boys	27,461	1,821	29,282
Girls	32,177	3,321	35,498
Total	59,638	5,142	64,780
High School—Non-Accredited:			
Boys	515	2,428	2,943
Girls	556	4,569	5,125
Total	1,071	6,997	8,068
Enrolment by Grades:			
1st Grade	39,874	73,610	113,484
2nd Grade	29,131	35,303	64,434
3rd Grade	28,843	29,414	58,257
4th Grade	28,021	24,637	52,658
5th Grade	26,748	19,252	46,000
6th Grade	24,743	14,037	38,780
7th Grade	22,147	10,186	32,333
Total Elementary	199,507	206,439	405,946

	White	Negro	White and Negro
8th Grade	20,064	5,156	25,220
9th Grade	15,798	3,196	18,994
10th Grade	13,633	2,399	16,032
11th Grade	11,214	1,388	12,602
Total High School	60,709	12,139	72,848
Grand Total Enrolment	260,216	218,578	478,794
Per Cent of School Population En- rolled	75%	66%	71%

TOTAL DAYS ATTENDANCE

Elementary:

Boys	14,214,059	8,891,702	23,105,761
Girls	13,506,438	10,092,114	23,598,552
Total	27,720,497	18,983,816	46,704,313

High School:

Boys	4,164,648	552,200	4,716,848
Girls	5,109,318	1,072,273	6,181,591
Total	9,273,966	1,624,473	10,898,439

Grand Total Days Attendance	36,994,463	20,608,289	57,602,752
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AVERAGE DAILY ATTENDANCE

Elementary:

Boys	82,400	69,832	152,232
Girls	78,348	78,942	157,290
Total	160,748	148,774	309,522

High School:

Boys	23,479	3,466	26,945
Girls	28,746	6,600	35,346
Total	52,225	10,066	62,291

Grand Total Average Daily Attend- ance	212,973	158,840	371,813
Per Cent of School Populations in Average Daily Attendance	62%	48%	55%
Per Cent of Elementary Enrolment in Average Daily Attendance..	81%	72%	76%

	White	Negro	White and Negro
Per Cent of High School Enrolment in Average Daily Attendance..	86%	83%	86%
Per Cent of Total Enrolment in Average Daily Attendance	82%	73%	78%

AVERAGE LENGTH OF SCHOOL TERM IN DAYS

Elementary	172	128	151
High School	178	161	175
Both	174	130	155

NUMBER OF SCHOOLS

(Schools, not Buildings)

Elementary Schools	1,508	2,221	3,729
Accredited High School	305	27	332
Non-Accredited High Schools	7	102	109
Total Number of High Schools ..	312	129	441
Grand Total Number of Schools ..	1,820	2,350	4,170

SCHOOL BUILDINGS AND PROPERTY

Number of Schools Employing
One Teacher, Two Teacher, Etc.
(Reported by buildings and count-
ed as one in a system):

One-teacher Schools	285	853	1,138
Two-teacher Schools	494	560	1,054
Three-teacher Schools	224	182	406
Four-teacher Schools	121	91	212
More than Four-teacher Schools	465	162	627
Total	1,589	1,848	3,437

Value of School Property:

(According to Size of School)

One-teacher Schools	\$496,100	\$464,620	\$960,720
Two-teacher Schools	1,662,722	868,210	2,530,932
Three-teacher Schools	1,323,551	425,848	1,749,399
Four-teacher Schools	1,083,611	401,080	1,484,691
More than Four-teacher Schools	35,198,902	3,795,189	38,994,091
Total	\$39,764,886	\$5,954,947	\$45,719,833

	White	Negro	White and Negro
According to Type of School:			
Elementary Schools only	\$18,014,367	\$3,591,103	\$21,605,470
High Schools only	12,342,211	605,016	12,947,227
Buildings used for both Ele- mentary and High Schools..	9,408,308	1,758,828	11,167,136
Total	\$39,764,886	\$5,954,947	\$45,719,833

AVERAGE NUMBER OF PUPILS TO SCHOOL

According to Enrolment:			
Elementary	132	93	109
High School	195	94	165
Both	143	93	115
According to Average Daily At- tendance:			
Elementary	107	67	83
High School	167	78	141
Both	117	68	89

AVERAGE TEACHING LOAD

According to Enrolment:			
Elementary	31	44	36
High Schools	25	30	26
Both	29	43	35
According to Average Daily At- tendance:			
Elementary	25	32	28
High School	22	25	22
Both	24	31	27

ADMINISTRATIVE SUPERINTENDENTS AND ADMINISTRA- TIVE PRINCIPALS

Number of Administrative Super- intendents	140	....	140
Number of Administrative Princi- pals:			
Elementary	43	8	51
High School	46	6	52
Total	89	14	103

	White	Negro	White and Negro
Total Number of Administrative Positions	229	14	243
Amount Paid Administrative Superintendents	\$331,924	\$10,641	\$342,565
Amount Paid Administrative Principals:			
Elementary	\$84,769	\$16,075	\$100,844
High School	105,134	7,098	112,232
Total	\$189,903	\$23,173	\$213,076
Number of Classroom Teachers:			
Elementary:			
Men	554	642	1,196
Women	5,909	4,041	9,950
Total	6,463	4,683	11,146
High School:			
Men	861	225	1,086
Women	1,542	176	1,718
Total	2,403	401	2,804
Total Classroom Teachers	8,866	5,084	13,950
Grand Total Employed (Including Administrative Positions)	9,095	5,098	14,193

AMOUNT PAID CLASSROOM TEACHERS

Elementary:			
Men	\$486,240	\$201,818	\$688,058
Women	392,266	1,174,592	5,566,858
Total	\$4,878,506	\$1,376,410	\$6,254,916
High School:			
Men	\$1,071,645	\$119,916	\$1,191,561
Women	1,365,516	85,287	1,450,803
Total	\$2,437,161	\$205,203	\$2,642,364
Total Classroom Teachers	\$7,315,667	\$1,581,613	\$8,897,280
Total Amount Paid all Employed (Including Administrative Positions)	\$7,837,494	\$1,615,427	\$9,452,921

AVERAGE ANNUAL SALARY

	White	Negro	White and Negro
Administrative Superintendents ...	\$2,447	....	\$2,447
Administrative Principals:			
Elementary	\$1,971	\$2,009	\$1,977
High School	2,286	1,183	2,158
Both	\$2,134	\$1,655	\$2,068
Classroom Teachers:			
Elementary:			
Men	\$878	\$314	\$575
Women	743	290	559
Both	\$755	\$294	\$561
High School:			
Men	\$1,245	\$533	\$1,097
Women	886	485	844
Both	\$1,014	\$512	\$942
Both Elementary and High School	\$825	\$311	\$638
Grand Total Elementary and High School (Including Administrative Positions)	\$862	\$317	\$666

PER PUPIL EXPENDITURE

(Current Expenses)

According to Enrolment:			
Elementary	\$32.18	\$7.44	\$19.60
High School	62.64	21.20	55.74
Both	\$39.29	\$8.20	\$25.09
According to Average Daily At- tendance:			
Elementary	\$39.94	\$10.32	\$25.70
High School	72.54	25.56	64.95
Both	\$47.93	\$11.28	\$32.27

PER PUPIL EXPENDITURE

(Total Expenditure including Current Expenses, Capital Outlay
and Debt Service)

According to Enrolment	\$48.68	\$9.51	\$30.80
According to Average Daily At- tendance	59.48	13.08	39.66

TRANSPORTATION

	White	Negro	White and Negro
Total Cost of Transportation:			
Elementary	\$468,072	\$1,961	\$480,033
High School	474,651	375	475,026
Total	\$942,723	\$2,336	\$945,059
Number of Pupils Transported:			
Elementary	38,484	285	38,769
High School	24,993	27	25,020
Total	\$63,477	\$312	\$63,789
Cost Per Pupil Transported:			
Elementary	\$12.16	\$6.88	\$12.38
High School	18.99	13.89	18.98
Total	\$14.85	\$7.49	\$14.81
Number of Buses Operated	1,542	5	1,547

SCHOOL LIBRARIES

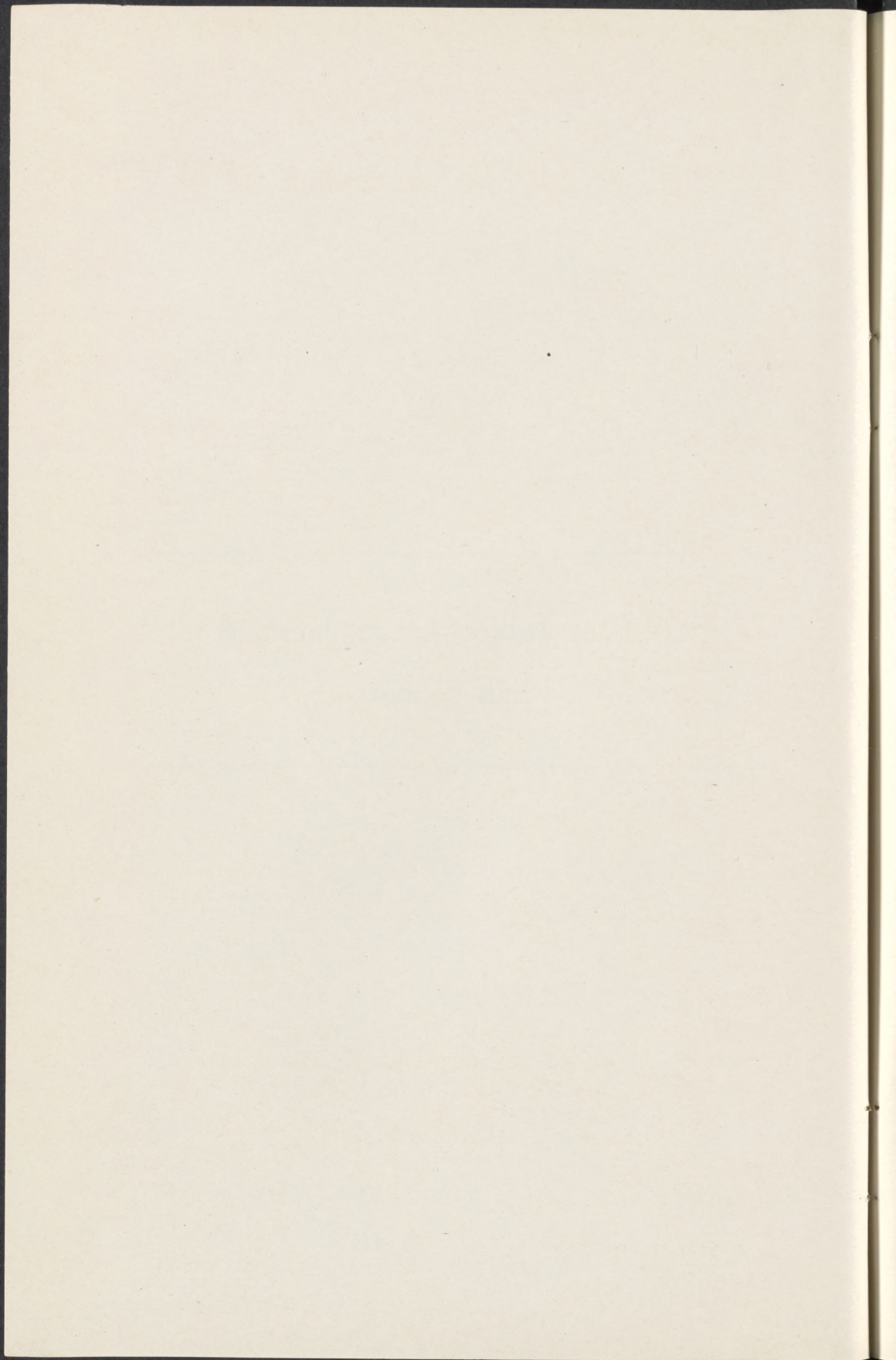
Number of Libraries:			
Elementary	919	339	1,258
High School	310	70	380
Total	1,229	409	1,638
Volumes in School Libraries:			
Elementary	254,701	40,304	295,005
High School	260,176	37,405	297,581
Total	514,877	77,709	592,586

CIRCULATING LIBRARIES

Number of Counties Having Circulating Libraries	17	5	22
Number of Schools Visited by Circulating Libraries			
Elementary	477	205	682
High School	76	10	86
Total	553	215	768

Number of Volumes in Circulating Libraries:	White		White and Negro
	Negro		
Elementary	157,037	14,760	171,797
High School	15,243	659	15,902
Total	172,280	15,419	187,699

Statistical Tables--Elementary and
High School



Statistical Terms and Definitions

Administrative Superintendent is one who devotes more than one-half of his time to the administration of his school or school system.

Administrative Principal is one who devotes more than one-half of his time to the supervision of his school or school system. He is classed as a high school or elementary school administrative principal according to the school to which he devotes more than one-half of his time.

A Teaching Principal is one who devotes more than one-half of his time to classroom instruction in the school over which he has charge.

A Teacher is one who devotes more than one-half of his time to class-room instruction. An elementary school teacher is one who devotes more than half of his teaching time to instruction in grades 1-7, inclusive. A high school teacher is one who devotes more than half of his teaching time to instruction in grades 8-11, inclusive.

Enrolment means that pupils have been legally present in one school for at least ten days during a school session.

Total Days Attendance is the grand total of all days actually attended by all the pupils.

Average Daily Attendance means the average number of pupils actually present each day school is in session, and is obtained by dividing total days attended by the number of actual days taught.

Revenue Receipts include all items which may be considered as actual income for the year, such as appropriations, taxes, fees, etcetera. Revenue receipts do not result in increasing school indebtedness or decrease the amount and value of school property.

Non-Revenue Receipts include all items derived from revenue of previous years, such as bonds, sales of property, insurance adjustments, etcetera. All non-revenue receipts incur indebtedness or decrease the value of school property.

Capital Outlays mean all those expenditures which increase the value of the school property, such as additions of any kind to grounds, buildings, or equipment not classified as replacements of broken or worn-out material.

Debt Service covers payments which actually reduce indebtedness on school property, pay interest charges thereon, or to accumulate funds from which interest and principal are paid.

TABLE NO. 1.—ENUMERATION OF CHILDREN OF SCHOOL AGE*

County	WHITE						NEGRO						GRAND TOTAL White and Negro	
	6-20 Inclusive		Total 6-20 In- clusive	7-13 Inclusive		Total 7-13 In- clusive	6-20 Inclusive		Total 6-20 In- clusive	7-13 Inclusive		Total 7-13 In- clusive	6-20 In- clusive	7-13 In- clusive
	Male	Female		Male	Female		Male	Female		Male	Female			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Abbeville	2,393	2,269	4,662	1,302	1,227	2,529	2,426	2,288	4,714	1,278	1,192	2,470	9,376	4,999
Aiken	4,595	4,573	9,168	2,521	2,538	5,059	4,318	4,596	8,914	2,342	2,441	4,783	18,082	9,842
Allendale	628	617	1,245	351	336	687	2,070	2,102	4,172	1,126	1,163	2,289	5,417	2,976
Anderson	11,198	11,028	22,226	6,101	6,047	12,148	4,711	4,773	9,484	2,569	2,584	5,153	31,710	17,301
Bamberg	1,292	1,237	2,529	713	684	1,397	2,735	2,889	5,624	1,546	1,583	3,129	8,153	4,526
Barnwell	1,433	1,341	2,774	788	762	1,550	2,731	2,852	5,583	1,531	1,562	3,093	8,357	4,643
Beaufort	645	702	1,347	423	388	811	3,008	3,048	6,056	1,682	1,671	3,353	7,403	4,164
Berkeley	1,508	1,352	2,860	873	791	1,664	3,101	3,179	6,280	1,771	1,768	3,539	9,140	5,203
Calhoun	799	721	1,520	408	397	805	2,701	2,813	5,514	1,503	1,576	3,079	7,034	3,884
Charleston	6,759	6,741	13,500	3,747	3,668	7,415	9,126	10,038	19,164	5,197	5,349	10,546	32,664	17,961
Cherokee	4,627	4,542	9,169	2,592	2,548	5,140	1,816	1,779	3,595	992	975	1,967	12,764	7,107
Chester	2,842	2,791	5,633	1,568	1,499	3,067	3,516	3,518	7,034	1,901	1,867	3,768	12,667	6,835
Chesterfield	4,388	4,247	8,635	2,504	2,367	4,871	2,912	2,963	5,875	1,571	1,605	3,176	14,510	8,047
Clarendon	1,691	1,643	3,334	938	927	1,865	4,743	5,018	9,761	2,638	2,643	5,281	13,095	7,146
Colleton	2,236	2,142	4,378	1,206	1,131	2,337	2,963	3,004	5,967	1,638	1,654	3,292	10,345	5,629
Darlington	3,692	4,015	7,707	2,098	2,083	4,181	4,621	4,873	9,494	2,523	2,593	5,116	17,201	9,297
Dillon	2,661	2,453	5,114	1,439	1,387	2,826	2,571	2,663	5,234	1,434	1,463	2,897	10,348	5,723
Dorchester	1,471	1,396	2,867	819	759	1,578	2,371	2,533	4,904	1,287	1,361	2,648	7,771	4,226
Edgefield	1,295	1,238	2,533	736	741	1,477	2,739	2,643	5,382	1,532	1,447	2,979	7,915	4,456
Fairfield	1,338	1,349	2,687	741	739	1,480	3,506	3,519	7,025	1,999	1,872	3,871	9,712	5,351
Florence	6,513	6,147	12,660	3,681	3,512	7,193	5,791	6,147	11,938	3,027	3,308	6,335	24,598	13,528
Georgetown	1,447	1,429	2,876	817	712	1,629	2,739	2,972	5,711	1,583	1,588	3,181	8,587	4,810
Greenville	16,012	16,048	32,060	8,997	8,902	17,899	5,197	5,406	10,603	2,968	3,094	6,062	42,663	23,961
Greenwood	3,618	3,612	7,230	2,014	2,006	4,020	3,021	3,201	6,222	1,609	1,626	3,235	13,452	7,255
Hampton	1,412	1,405	2,817	791	763	1,554	2,075	2,081	4,156	1,116	1,123	2,239	6,973	3,793
Horry	6,074	5,719	11,793	3,388	3,221	6,609	1,987	1,985	3,972	1,102	1,112	2,214	15,765	8,823
Jasper	697	649	1,346	403	367	770	1,431	1,445	2,876	803	798	1,601	4,222	2,371
Kershaw	2,860	2,711	5,571	1,564	1,529	3,093	3,944	3,998	7,942	2,043	2,126	4,169	13,513	7,262

Lancaster	3,329	3,241	6,570	1,806	1,781	3,587	2,439	2,428	4,867	1,323	1,308	2,631	11,437	6,218
Laurens	4,562	4,388	8,950	2,472	2,411	4,884	3,761	3,692	7,453	2,018	1,983	4,001	16,403	8,885
Lee	1,532	1,485	3,017	836	847	1,683	3,729	3,763	7,492	2,102	2,039	4,141	10,509	5,824
Lexington	4,842	4,597	9,439	2,643	2,592	5,235	2,218	2,243	4,461	1,177	1,252	2,429	13,900	7,664
McCormick	717	724	1,441	405	421	826	1,683	1,691	3,374	947	962	1,909	4,815	2,735
Marion	2,314	2,239	4,553	1,305	1,241	2,546	3,047	3,109	6,156	1,648	1,655	3,303	10,709	5,849
Marlboro	2,588	2,487	5,075	1,445	1,383	2,828	3,926	3,942	7,868	2,154	2,133	4,287	12,943	7,115
Newberry	3,162	3,253	6,415	1,769	1,783	3,552	3,341	3,318	6,659	1,805	1,749	3,554	13,074	7,106
Oconee	5,462	5,381	10,843	3,058	3,047	6,105	1,251	1,276	2,527	673	684	1,357	13,370	7,462
Orangeburg	4,218	4,127	8,345	2,344	2,297	4,641	3,795	3,993	17,788	4,879	4,924	9,803	26,133	14,444
Pickens	5,854	5,561	11,415	3,278	3,109	6,387	1,014	1,002	2,016	573	529	1,102	13,431	7,489
Richland	7,324	7,609	14,933	4,071	4,083	8,154	6,831	7,573	14,404	3,776	3,925	7,701	29,337	15,855
Saluda	1,688	1,706	3,394	981	996	1,977	1,947	1,935	3,882	1,083	1,014	2,097	7,276	4,074
Spartanburg	16,066	15,819	31,885	9,031	8,703	17,734	6,018	6,141	12,159	3,189	3,263	6,452	44,044	24,186
Sumter	2,641	2,698	5,339	1,511	1,519	3,030	6,541	6,898	13,439	3,718	3,695	7,413	18,778	10,443
Union	3,472	3,488	6,960	1,919	1,993	3,912	2,683	2,651	5,334	1,435	1,411	2,846	12,294	6,758
Williamsburg	2,302	2,251	4,553	1,326	1,315	2,641	5,102	2,483	10,585	2,932	3,059	5,991	15,138	8,632
York	5,711	5,618	11,329	3,156	3,094	6,250	4,647	4,583	9,230	2,433	2,487	4,920	20,559	11,170
Total	173,908	170,789	344,697	96,880	94,746	191,626	163,843	169,047	332,890	90,176	91,226	181,402	677,587	373,028

*According to a recent Act of the Legislature, the School Census is to be taken every third year. The above table contains the 1932-33 enumeration.

TABLE NO. II.—ENROLMENT BY GRADES—WHITE

County	ELEMENTARY ENROLMENT BY GRADES														Total Ele- mentary Grades by Sex		Grand Total of Elementa- ry by Grades	HIGH SCHOOL ENROLMENT BY GRADES								Total High School Grades by Sex		Grand Total High School by Grades	Final Grand Total for Elementary and High School Grades
	BOYS							GIRLS										BOYS				GIRLS							
	1st	2nd	3rd	4th	5th	6th	7th	1st	2nd	3rd	4th	5th	6th	7th				8th	9th	10th	11th	8th	9th	10th	11th					Boys	Girls
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Abbeville	257	180	188	202	186	138	141	222	134	177	159	148	123	150	1,292	1,113	2,405	131	99	83	48	114	103	87	105	361	409	770	3,175
Aiken	603	454	427	412	357	292	284	556	398	388	375	382	336	283	2,829	2,718	5,547	225	187	139	100	227	234	209	179	651	849	1,500	7,047
Allendale	66	52	49	56	64	59	41	52	31	52	41	60	42	47	387	325	712	43	43	32	22	66	48	39	28	140	181	321	1,033
Anderson	1,272	1,021	889	911	832	745	692	1,149	852	866	875	798	751	642	6,362	5,933	12,295	523	408	336	226	587	469	389	362	1,493	1,807	3,300	15,595
Bamberg	140	96	115	101	101	79	76	122	84	124	96	84	87	78	708	675	1,383	56	63	39	33	89	68	65	69	191	291	482	1,865
Barnwell	136	134	108	102	86	95	66	150	124	103	111	113	85	65	727	751	1,478	95	61	49	41	90	75	76	73	246	314	560	2,038
Beaufort	68	76	77	61	78	60	24	72	71	61	62	66	45	35	444	412	856	85	41	37	32	102	54	44	37	195	237	432	1,288
Berkeley	280	169	148	132	147	112	80	240	144	157	145	130	130	120	1,068	1,066	2,134	99	67	44	41	102	70	51	60	251	283	534	2,668
Calhoun	62	50	65	56	55	46	59	50	50	53	53	46	65	48	393	365	758	45	44	32	28	38	39	41	28	149	146	295	1,053
Charleston	756	524	568	532	560	541	565	574	480	497	508	530	499	554	4,046	3,642	7,688	342	366	328	343	325	380	416	347	1,379	1,468	2,847	10,535
Cherokee	710	455	357	380	283	299	213	594	403	370	325	291	280	254	2,697	2,517	5,214	161	107	110	73	187	118	131	101	451	537	988	6,202
Chester	338	274	235	234	242	205	193	266	198	196	238	215	188	174	1,721	1,475	3,196	160	110	104	82	156	123	112	78	456	469	925	4,121
Chesterfield	631	432	404	358	322	282	245	539	406	379	379	303	279	250	2,674	2,535	5,209	197	145	120	78	200	175	176	166	540	717	1,257	6,466
Clarendon	173	136	130	123	121	117	102	174	123	100	111	99	121	99	902	827	1,729	132	71	56	40	102	83	77	72	299	334	633	2,362
Colleton	217	207	170	192	144	148	164	173	156	168	121	178	155	135	1,242	1,086	2,328	114	103	75	54	124	126	103	97	346	450	796	3,124
Darlington	481	324	345	325	279	260	230	408	296	274	269	258	268	221	2,244	1,994	4,238	186	156	124	83	240	207	173	159	549	779	1,328	5,566
Dillon	395	258	226	190	195	171	120	284	169	225	189	167	156	118	1,555	1,308	2,863	108	91	72	65	140	89	97	98	336	424	760	3,623
Dorchester	171	118	108	138	135	136	97	162	124	116	123	100	101	92	903	818	1,721	94	62	47	46	95	65	74	66	249	300	549	2,270
Edgefield	106	84	100	81	88	86	81	102	84	82	93	69	83	84	626	597	1,223	89	73	48	60	66	81	71	71	270	289	559	1,782
Fairfield	165	141	136	136	141	119	112	109	119	134	137	129	108	144	950	888	1,830	82	68	63	47	82	63	68	69	260	282	542	2,372
Florence	856	571	602	532	515	500	432	751	493	540	492	546	495	421	4,008	3,738	7,746	453	336	232	153	463	381	304	242	1,174	1,390	2,564	10,310
Georgetown	232	174	137	157	113	108	95	169	138	166	151	132	108	114	1,016	978	1,994	97	70	50	61	97	93	68	79	278	337	615	2,609
Greenville	2,005	1,482	1,417	1,434	1,329	1,273	1,136	1,698	1,309	1,314	1,358	1,346	1,279	1,170	10,076	9,474	19,550	1,026	720	644	442	1,051	767	722	543	2,832	3,083	5,915	25,465
Greenwood	347	321	306	309	342	282	224	291	281	279	304	287	240	243	2,131	1,925	4,056	241	186	134	106	225	194	159	164	667	742	1,409	5,465
Hampton	155	126	108	118	114	118	96	155	105	114	96	114	101	105	835	790	1,625	87	57	59	62	88	80	71	79	265	318	583	2,208
Horry	1,094	662	586	541	496	440	361	915	540	576	525	446	402	398	4,180	3,082	7,982	306	216	162	120	298	238	202	168	804	906	1,710	9,692
Jasper	69	49	68	46	67	53	48	49	59	55	42	51	54	32	400	342	742	42	33	32	28	38	31	34	40	135	143	278	1,020
Kershaw	321	252	234	264	195	207	134	271	187	220	193	198	171	166	1,607	1,406	3,013	118	106	78	62	148	127	122	89	364	496	850	3,863
Lancaster	503	352	361	335	309	263	229	409	343	310	336	278	292	261	2,352	2,229	4,581	189	122	137	57	184	168	149	102	505	603	1,108	5,689
Laurens	450	338	405	325	319	292	249	430	320	353	328	319	329	253	2,378	2,332	4,710	243	180	115	90	219	193	140	128	628	680	1,308	6,018
Lee	143	126	113	124	121	95	89	133	89	87	110	97	103	97	811	716	1,527	89	67	50	33	113	72	96	87	239	368	607	2,134
Lexington	508	408	404	412	369	348	330	487	351	356	370	343	349	356	2,779	2,612	5,391	313	224	173	154	356	267	256	209	864	1,088	1,952	7,343
McCormick	44	48	51	38	37	55	36	35	35	41	43	38	37	58	309	287	596	30	28	26	26	44	35	31	25	110	135	245	841
Marion	283	213	219	219	221	157	154	274	155	209	195	171	187	152	1,466	1,343	2,809	120	112	80	55	132	123	101	109	367	465	832	3,641
Marlboro	421	259	205	206	179	166	122	370	197	213	208	199	174	121	1,558	1,482	3,040	110	92	63	48	129	105	87	77	313	398	711	3,751
Newberry	329	265	258	254	269	262	229	272	230	237	240	224	230	252	1,866	1,685	3,551	211	162	161	101	212	217	189	127	635	745	1,380	4,931
Oconee	868	549	513	441	427	359	285	656	465	477	419	385	368	<															

TABLE NO. III.—ENROLMENT BY GRADES—NEGRO

County	ELEMENTARY ENROLMENT BY GRADES														Total Ele- mentary Grades by Sex		Grand Total of Elementary by Grades	HIGH SCHOOL ENROLMENT BY GRADES								Total High School Grades by Sex		Grand Total High School by Grades	Final Grand Total for Elementary and High School Grades
	BOYS							GIRLS										BOYS				GIRLS							
	1st	2nd	3rd	4th	5th	6th	7th	1st	2nd	3rd	4th	5th	6th	7th	Boys	Girls		8th	9th	10th	11th	8th	9th	10th	11th	Boys	Girls		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Abbeville	477	290	171	153	99	73	39	447	262	225	153	116	107	56	1,302	1,366	2,668	26	28	11	3	34	29	26	19	68	108	176	2,844
Aiken	1,037	467	359	283	216	120	95	895	478	427	343	273	195	149	2,577	2,760	5,337	34	19	18	17	67	41	48	40	88	196	284	5,621
Allendale	549	205	146	117	78	44	25	453	221	191	196	127	96	55	1,164	1,339	2,503	25	16	11	5	39	22	20	5	57	86	143	2,646
Anderson	992	557	437	378	262	206	144	904	486	416	396	327	306	220	2,976	3,055	6,031	78	52	37	18	119	60	51	33	185	263	448	6,479
Bamberg	641	275	167	155	121	71	58	545	276	234	197	198	105	91	1,488	1,646	3,134	13	9	9	....	25	16	7	....	31	48	79	3,213
Barnwell	693	264	231	166	121	64	61	655	334	277	235	209	157	129	1,600	1,996	3,596	13	11	13	3	29	18	25	11	40	83	123	3,719
Beaufort	782	302	222	176	104	56	29	687	290	219	219	146	96	45	1,671	1,702	3,373	13	10	13	4	25	26	25	6	40	82	122	3,495
Berkeley	1,171	405	319	210	122	99	43	969	353	379	324	206	162	68	2,369	2,461	4,830	20	17	15	7	63	47	35	20	59	165	224	5,054
Calhoun	670	286	226	171	110	55	49	616	316	209	209	153	92	82	1,567	1,677	3,244	11	12	5	....	34	24	19	....	28	77	105	3,349
Charleston	1,874	979	761	614	484	311	250	1,851	1,014	914	805	615	454	393	5,273	6,046	11,319	73	48	22	13	132	89	56	34	156	311	467	11,786
Cherokee	388	212	172	128	134	79	77	380	175	154	141	141	97	85	1,190	1,173	2,363	24	16	15	3	43	28	14	15	58	100	158	2,521
Chester	613	355	312	248	194	115	90	603	327	303	280	195	198	121	1,927	2,027	3,954	36	20	16	12	56	29	28	19	84	132	216	4,170
Chesterfield	749	326	241	179	112	105	62	648	281	275	223	170	185	126	1,774	1,908	3,682	26	17	....	....	47	35	....	....	43	82	125	3,807
Clarendon	1,115	514	368	302	176	138	78	1,082	543	464	332	309	220	138	2,691	3,088	5,779	45	30	10	....	80	67	36	....	85	183	268	6,047
Colleton	604	326	263	194	129	45	40	528	269	269	218	176	132	80	1,601	1,672	3,273	9	14	4	1	53	16	17	8	28	94	122	3,395
Darlington	1,046	507	422	252	196	117	79	922	486	456	373	305	226	151	2,619	2,919	5,538	43	37	44	14	107	75	70	39	138	291	429	5,967
Dillon	743	251	183	161	118	99	51	660	269	227	202	194	133	90	1,606	1,775	3,381	29	18	7	4	63	29	11	6	58	109	167	3,548
Dorchester	533	252	160	149	65	48	26	506	273	229	186	135	105	73	1,233	1,507	2,740	15	14	12	7	33	18	22	13	48	86	134	2,874
Edgefield	645	314	268	208	157	105	65	566	242	273	289	211	141	117	1,762	1,839	3,601	11	9	4	4	41	17	19	5	28	82	110	3,711
Fairfield	878	396	328	297	214	121	67	795	381	332	317	271	213	172	2,301	2,481	4,782	8	9	3	....	19	16	15	....	20	50	70	4,852
Florence	1,356	753	577	390	293	199	127	1,346	723	558	501	437	278	275	3,695	4,118	7,813	63	41	40	20	160	121	113	46	164	440	604	8,417
Georgetown	796	273	247	171	110	57	46	774	362	296	241	165	121	79	1,700	2,038	3,738	24	27	21	17	66	31	28	23	89	148	237	3,975
Greenville	1,343	651	545	475	329	295	212	1,270	608	572	537	420	392	296	3,850	4,095	7,945	143	70	87	58	230	129	126	83	358	568	926	8,871
Greenwood	623	319	203	232	140	86	86	577	308	239	233	170	151	144	1,689	1,822	3,511	54	27	25	11	70	48	38	15	117	171	288	3,799
Hampton	583	270	175	104	68	46	19	526	266	210	180	139	83	55	1,265	1,459	2,724	12	2	....	....	22	....	....	....	14	22	36	2,760
Horry	561	238	212	158	121	81	63	543	242	184	189	167	120	86	1,434	1,531	2,965	31	12	12	5	56	29	16	13	60	114	174	3,139
Jasper	363	185	163	101	49	31	20	315	205	144	141	88	65	43	912	1,001	1,913	16	2	....	....	12	9	....	....	18	21	39	1,952
Kershaw	738	409	316	253	252	119	83	739	350	326	326	277	247	143	2,170	2,408	4,578	23	31	18	7	69	39	35	19	79	162	241	4,819
Lancaster	574	271	253	190	156	139	79	521	285	229	164	196	132	137	1,662	1,664	3,326	27	27	7	8	50	31	24	16	69	121	190	3,516
Laurens	755	415	282	212	151	109	61	624	332	285	241	176	143	91	1,985	1,892	3,877	32	20	17	16	60	47	34	19	85	160	245	4,122
Lee	945	371	272	164	148	76	46	807	392	325	256	259	176	105	2,022	2,320	4,342	22	7	....	....	35	13	11	....	29	59	88	4,430
Lexington	490	246	178	127	94	84	35	433	180	191	192	110	104	85	1,254	1,295	2,549	30	15	12	2	53	18	14	4	59	89	148	2,697
McCormick	438	208	164	125	83	52	24	355	181	161	131	139	93	73	1,094	1,133	2,227	3	1	....	....	14	10	6	....	4	30	34	2,261
Marion	857	408	341	282	163	116	73	728	379	361	299	240	192	170	2,240	2,369	4,609	40	26	21	18	109	49	37	34	105	229	334	4,943
Marlboro	930	383	294	184	163	80	62	772	409	328	266	256	174	124	2,096	2,329	4,425	43	19	34	15	70	33	48	28	111	179	290	4,715
Newberry	704	355	306	288	186	114	79	543	307	297	283	226	203	157	2,032	2,016	4,048	38	27	15	5	79	40	29	19	85	167	252	4,300
Oconee	212	115	127	106	75	66	42	192	104	112	125	96	73	65	743	767	1,510	26	22	11	7	36	23	19	11	66	89	155	1,665

TABLE NO. IV.—TOTAL ENROLMENT—WHITE AND NEGRO BY COUNTIES

County	Total White Elementary Enrolment	Total White High School Enrolment	Total White Elementary and High School Enrolment	Total Negro Elementary Enrolment	Total Negro High School Enrolment	Total Negro Elementary and High School Enrolment	Grand Total White and Negro Enrolment
	1	2	3	4	5	6	7
Abbeville	2,405	770	3,175	2,668	176	2,844	6,019
Aiken	5,547	1,500	7,047	5,337	284	5,621	12,668
Allendale	712	321	1,033	2,503	143	2,646	3,679
Anderson	12,235	3,300	15,535	6,031	448	6,479	22,074
Bamberg	1,383	482	1,865	3,134	79	3,213	5,078
Barnwell	1,478	560	2,038	3,596	123	3,719	5,757
Beaufort	856	432	1,288	3,373	122	3,495	4,783
Berkeley	2,134	534	2,668	4,830	224	5,054	7,722
Calhoun	758	295	1,053	3,244	105	3,349	4,402
Charleston	7,688	2,847	10,535	11,319	467	11,786	22,321
Cherokee	5,214	988	6,202	2,363	158	2,521	8,723
Chester	3,196	925	4,121	3,954	216	4,170	8,291
Chesterfield	5,209	1,257	6,466	3,682	125	3,807	10,273
Clarendon	1,729	633	2,362	5,779	268	6,047	8,409
Colleton	2,328	796	3,124	3,273	122	3,395	6,519
Darlington	4,238	1,328	5,566	5,538	429	5,967	11,533
Dillon	2,863	760	3,623	3,381	167	3,548	7,171
Dorchester	1,721	549	2,270	2,740	134	2,874	5,144
Edgefield	1,223	559	1,782	3,601	110	3,711	5,493
Fairfield	1,830	542	2,372	4,782	70	4,852	7,224
Florence	7,746	2,564	10,310	7,813	604	8,417	18,727
Georgetown	1,994	615	2,609	3,738	237	3,975	6,584
Greenville	19,550	5,915	25,465	7,945	926	8,871	34,336
Greenwood	4,056	1,409	5,465	3,511	288	3,799	9,264
Hampton	1,625	583	2,208	2,724	36	2,760	4,968
Horry	7,982	1,710	9,692	2,965	174	3,139	12,831
Jasper	742	278	1,020	1,913	39	1,952	2,972
Kershaw	3,013	850	3,863	4,578	241	4,819	8,682
Lancaster	4,581	1,108	5,689	3,326	190	3,516	9,205
Laurens	4,710	1,308	6,018	3,877	245	4,122	10,140
Lee	1,527	607	2,134	4,342	88	4,430	6,564
Lexington	5,391	1,952	7,343	2,549	148	2,697	10,040
McCormick	596	245	841	2,227	34	2,261	3,102
Marion	2,809	832	3,641	4,609	334	4,943	8,584
Marlboro	3,040	711	3,751	4,425	290	4,715	8,466
Newberry	3,551	1,380	4,931	4,048	252	4,300	9,231
Oconee	6,538	1,518	8,056	1,510	155	1,665	9,721
Orangeburg	4,511	1,730	6,241	10,592	536	11,128	17,369
Pickens	6,648	1,525	8,173	1,445	88	1,533	9,706
Richland	8,279	3,687	11,966	8,554	1,146	9,700	21,666
Saluda	1,836	575	2,411	2,419	163	2,582	4,993
Spartanburg	18,038	5,302	23,340	7,137	505	7,642	30,982
Sumter	3,164	1,255	4,419	9,214	520	9,734	14,153
Union	3,987	1,035	5,022	3,516	259	3,775	8,797
Williamsburg	2,574	820	3,394	7,136	354	7,490	10,884
York	6,212	1,817	8,029	5,198	317	5,515	13,544
Total	199,507	60,709	260,216	206,439	12,139	218,578	478,794

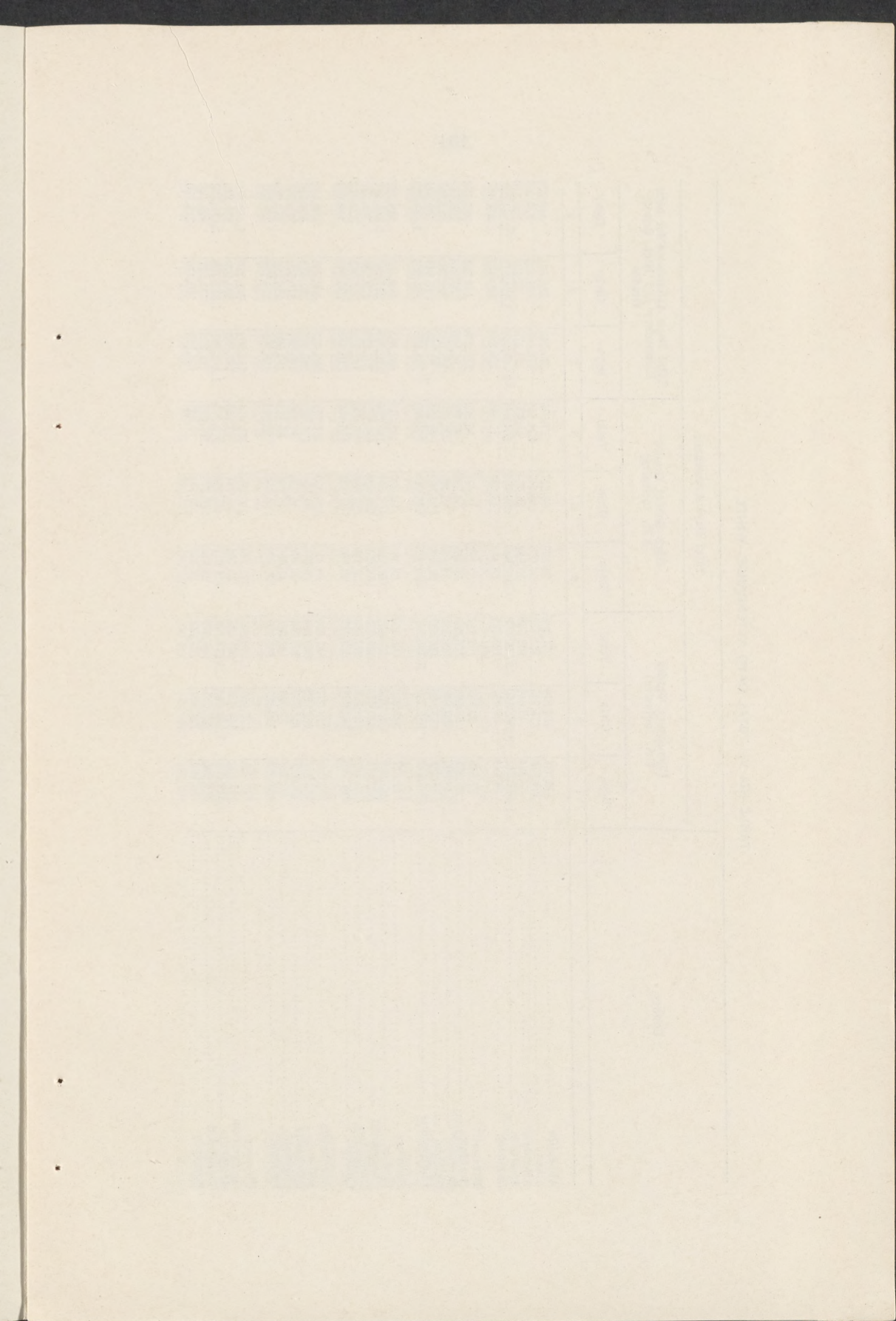


TABLE NO. V.—TOTAL DAYS ATTENDANCE—WHITE

County	Total Days Attendance								
	Elementary Grades (1-7, Inclusive)			High School Grades (8-11, Inclusive)			Total Days Attendance for both Elementary and High School Grades		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	1	2	3	4	5	6	7	8	9
Abbeville	176,384	154,914	331,298	54,359	63,617	117,976	230,743	218,531	449,274
Aiken	375,978	375,745	751,723	96,088	128,647	224,735	472,066	504,392	976,458
Allendale	53,494	49,044	102,538	19,981	28,454	48,435	73,475	77,498	150,973
Anderson	881,919	838,110	1,720,029	217,343	286,701	504,044	1,099,262	1,124,811	2,224,073
Bamberg	98,264	97,467	195,731	28,432	43,024	71,456	126,696	140,491	267,187
Barnwell	97,842	99,885	197,727	37,428	48,401	85,829	135,270	148,286	283,556
Beaufort	65,037	60,989	126,026	30,859	36,284	67,143	95,896	97,273	193,169
Berkeley	148,060	150,548	298,608	34,630	39,020	73,650	182,690	189,568	372,258
Calhoun	58,361	55,286	113,647	22,862	23,362	46,224	81,223	78,648	159,871
Charleston	607,111	552,735	1,159,846	216,484	248,319	464,803	823,595	801,054	1,624,649
Cherokee	341,217	325,352	666,569	68,388	83,830	152,218	409,605	409,182	818,787
Chester	213,219	213,252	426,471	69,329	74,517	143,846	312,548	287,769	600,317
Chesterfield	320,111	320,463	640,574	77,099	108,926	186,025	397,210	429,389	826,599
Clarendon	120,581	106,753	227,334	42,170	52,908	95,078	162,751	159,661	322,412
Colleton	167,776	155,656	323,432	48,709	67,853	116,562	216,485	223,509	439,994
Darlington	302,993	278,397	581,390	80,419	124,359	204,778	383,412	402,756	786,168
Dillon	193,327	166,960	360,287	50,075	64,554	114,629	243,402	231,514	474,916
Dorchester	131,329	121,769	253,098	38,672	48,734	87,406	170,001	170,503	340,504
Edgefield	83,788	83,096	166,884	41,096	45,100	86,196	124,884	128,196	253,080
Fairfield	138,933	130,527	269,460	39,936	46,195	86,131	178,869	176,722	355,591
Florence	545,755	525,050	1,070,805	172,754	216,260	389,014	718,509	741,310	1,459,819
Georgetown	145,560	145,532	291,092	43,003	54,747	97,750	188,563	200,279	388,842
Greenville	1,413,609	1,358,640	2,772,249	428,714	484,159	912,873	1,842,323	1,842,799	3,685,122
Greenwood	314,006	295,051	609,057	98,212	118,876	217,088	412,218	413,927	826,145
Hampton	115,969	111,692	227,661	38,746	48,743	87,489	154,715	160,435	315,150

Horry	466,123	444,523	910,646	112,362	133,038	245,400	578,485	577,561	1,156,046
Jasper	56,783	51,913	108,696	22,852	20,181	43,033	79,635	72,094	151,729
Kershaw	217,276	198,373	415,649	53,618	75,755	129,373	270,894	274,128	545,022
Lancaster	305,661	306,163	611,824	74,311	95,086	169,397	379,972	401,249	781,221
Laurens	318,590	320,996	639,586	98,074	108,247	206,321	416,664	423,243	845,907
Lee	114,795	102,833	217,628	35,710	56,363	92,073	150,505	159,196	309,701
Lexington	395,925	397,585	793,510	107,656	138,637	246,293	503,581	536,222	1,039,803
McCormick	42,480	41,485	83,965	16,301	20,108	36,409	58,781	61,593	120,374
Marion	207,588	197,446	405,034	56,495	74,313	130,808	264,083	271,759	535,842
Mariboro	184,386	178,432	362,818	44,280	60,280	104,560	228,666	238,712	467,378
Newberry	287,255	262,441	549,696	95,824	119,820	215,644	383,079	382,261	765,340
Oconee	421,165	396,822	817,987	93,125	127,676	220,801	514,290	524,498	1,038,788
Orangeburg	327,284	315,603	642,887	129,485	147,218	276,703	456,769	462,821	919,590
Pickens	448,288	439,719	888,007	107,452	120,776	228,228	555,740	560,495	1,116,235
Richland	635,443	601,676	1,237,119	283,693	310,130	593,823	919,136	911,806	1,830,942
Saluda	121,823	117,292	239,115	36,767	47,706	84,473	158,590	164,998	323,588
Spartanburg	1,335,230	1,257,160	2,592,390	361,408	447,663	809,071	1,696,638	1,704,823	3,401,461
Sumter	234,685	222,693	457,378	86,348	105,039	191,387	321,033	327,732	648,765
Union	303,355	267,941	571,296	66,987	91,795	158,782	370,342	359,736	730,078
Williamsburg	188,833	183,462	372,295	53,804	73,784	127,588	242,637	257,246	499,883
York	460,468	428,967	889,435	132,308	150,113	282,421	592,776	579,080	1,171,856
Total	14,214,059	13,506,438	27,720,497	4,164,648	5,109,318	9,273,966	18,378,707	18,615,756	36,994,463

TABLE NO. VI.—AVERAGE DAILY ATTENDANCE—WHITE

County	Average Daily Attendance								
	Elementary Grades (1-7, Inclusive)			High School Grades (8-11, Inclusive)			Total Average Daily At- tendance for both Elementary and High School Grades		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	1	2	3	4	5	6	7	8	9
Abbeville	1,013	905	1,918	309	361	670	1,322	1,266	2,588
Aiken	2,187	2,188	4,375	527	737	1,264	2,714	2,925	5,639
Allendale	297	265	562	108	154	262	405	419	824
Anderson	4,918	4,653	9,571	1,210	1,600	2,810	6,128	6,253	12,381
Bamberg	546	547	1,093	160	242	402	706	789	1,495
Barnwell	568	592	1,160	213	275	488	781	867	1,648
Beaufort	366	344	710	175	206	381	541	550	1,091
Berkeley	839	844	1,683	193	218	411	1,032	1,062	2,094
Calhoun	332	315	647	123	133	262	461	448	909
Charleston	3,387	3,083	6,470	1,206	1,335	2,541	4,593	4,418	9,011
Cherokee	2,012	1,931	3,943	384	470	854	2,396	2,401	4,797
Chester	1,398	1,236	2,634	385	418	803	1,783	1,654	3,437
Chesterfield	1,990	1,985	3,975	434	616	1,050	2,424	2,601	5,025
Clarendon	727	685	1,412	246	299	545	973	984	1,957
Colleton	981	909	1,890	284	397	681	1,265	1,306	2,571
Darlington	1,758	1,644	3,402	451	680	1,131	2,209	2,324	4,533
Dillon	1,149	992	2,141	283	365	648	1,432	1,357	2,789
Dorchester	752	697	1,449	217	273	490	969	970	1,939
Edgefield	492	484	976	231	254	485	723	738	1,461
Fairfield	773	741	1,514	226	262	488	999	1,003	2,002
Florence	3,145	3,026	6,171	971	1,219	2,190	4,116	4,245	8,361
Georgetown	822	821	1,643	243	309	552	1,065	1,190	2,195
Greenville	8,153	7,808	15,961	2,429	2,744	5,173	10,582	10,552	21,134
Greenwood	1,779	1,671	3,450	554	671	1,225	2,333	2,342	4,675
Hampton	663	637	1,300	212	277	489	875	914	1,789

Horry	3,139	2,986	6,125	650	771	1,421	3,789	3,757	7,546
Jasper	313	287	600	115	122	237	428	409	837
Kershaw	1,255	1,140	2,395	305	426	731	1,560	1,560	3,126
Lancaster	1,802	1,801	3,603	418	535	953	2,220	2,336	4,556
Laurens	1,882	1,899	3,781	558	613	1,171	2,440	2,512	4,952
Lee	683	616	1,299	205	322	527	888	938	1,826
Lexington	2,365	2,396	4,761	606	778	1,384	2,971	3,174	6,145
McCormick	242	234	476	92	113	205	334	347	681
Marion	1,183	1,125	2,308	322	422	744	1,505	1,547	3,052
Marlboro	1,124	1,092	2,216	250	335	585	1,374	1,427	2,801
Newberry	1,618	1,464	3,082	536	667	1,203	2,154	2,131	4,285
Oconee	2,531	2,403	4,934	522	713	1,235	3,053	3,116	6,169
Orangeburg	1,842	1,782	3,624	729	828	1,557	2,571	2,610	5,181
Pickens	2,671	2,599	5,270	608	675	1,283	3,279	3,274	6,553
Richland	3,596	3,402	6,998	1,608	1,754	3,362	5,204	5,156	10,360
Saluda	753	732	1,485	208	282	490	961	1,014	1,975
Spartanburg	7,647	7,172	14,819	2,047	2,538	4,585	9,694	9,710	19,404
Sumter	1,349	1,252	2,601	493	600	1,093	1,842	1,852	3,694
Union	1,710	1,523	3,233	378	517	895	2,088	2,040	4,128
Williamsburg	1,066	1,033	2,099	303	412	715	1,369	1,445	2,814
York	2,582	2,407	4,989	746	808	1,554	3,328	3,215	6,543
Total	82,400	78,348	160,748	23,479	28,746	52,225	105,879	107,094	212,973

TABLE NO. VII.—TOTAL DAYS ATTENDANCE—NEGRO

County	Total Days Attendance								
	Elementary Grades (1-7, Inclusive)			High School Grades (8-11, Inclusive)			Total Days Attendance for both Elementary and High School Grades		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	1	2	3	4	5	6	7	8	9
Abbeville	108,409	106,314	214,723	8,116	14,295	22,411	116,525	120,609	237,134
Aiken	212,165	232,330	444,495	12,143	28,702	40,845	224,308	261,032	485,340
Allendale	96,515	116,847	213,362	6,393	11,188	17,581	102,908	128,035	230,943
Anderson	292,418	319,043	611,461	25,728	40,939	66,667	318,146	359,982	678,128
Bamberg	123,524	142,021	265,545	4,015	5,761	9,776	127,539	147,782	275,321
Barnwell	126,696	161,755	288,451	5,199	10,229	15,428	131,895	171,984	303,879
Beaufort	144,728	155,610	300,338	6,744	12,074	18,818	151,472	167,684	319,156
Berkeley	186,600	203,935	390,535	7,104	19,243	26,347	193,704	223,178	416,882
Calhoun	119,045	143,852	262,897	3,285	8,560	11,845	122,330	152,412	274,742
Charleston	610,261	729,569	1,339,830	21,406	46,995	68,401	631,667	776,564	1,408,231
Cherokee	111,133	114,292	225,425	7,135	14,221	21,356	118,268	128,513	246,781
Chester	154,149	169,207	323,356	11,359	16,450	27,809	165,508	185,657	351,165
Chesterfield	134,781	147,873	282,654	4,754	9,492	14,246	139,535	157,365	296,900
Clarendon	228,174	262,724	490,898	8,955	20,551	29,506	237,129	283,275	520,404
Colleton	157,485	167,766	325,251	3,667	11,451	15,118	161,152	179,217	340,369
Darlington	234,558	273,850	508,408	19,229	41,906	61,135	253,787	315,756	569,543
Dillon	130,977	148,257	279,234	6,121	11,328	17,449	137,098	159,585	296,683
Dorchester	104,249	139,987	244,236	7,093	12,312	19,405	111,342	152,299	263,641
Edgefield	141,239	151,514	292,753	3,340	9,960	13,300	144,579	161,474	306,053
Fairfield	191,855	201,458	393,313	2,720	6,080	8,800	194,575	207,538	402,113
Florence	356,044	421,003	777,047	21,412	59,334	80,746	377,456	480,337	857,793
Georgetown	163,134	201,720	364,854	13,906	22,021	35,927	177,040	223,741	400,781
Greenville	425,602	472,801	898,403	47,581	78,370	125,951	473,183	551,171	1,024,354
Greenwood	150,477	170,616	321,093	14,112	23,137	37,249	164,589	193,753	358,342
Hampton	96,398	119,604	216,002	1,292	2,475	3,767	97,630	122,079	219,709

Horry	134,752	150,719	285,471	8,082	16,424	24,506	142,834	167,143	309,977
Jasper	76,289	94,438	170,727	902	3,684	4,586	77,191	98,122	175,313
Kershaw	194,062	227,489	421,551	11,048	22,198	33,246	205,110	249,687	454,797
Lancaster	154,315	155,568	309,883	9,243	17,016	26,259	163,558	172,584	336,142
Laurens	183,849	180,542	364,391	11,407	21,171	32,578	195,256	201,713	396,969
Lee	154,562	184,202	338,764	3,974	8,388	12,362	158,536	192,590	351,126
Lexington	106,924	115,167	222,091	7,243	11,325	18,568	114,167	126,492	240,659
McCormick	69,914	78,597	148,511	466	3,685	4,151	70,380	82,282	152,662
Marion	206,745	236,823	443,568	11,885	25,858	37,743	218,630	262,681	481,311
Marlboro	153,800	185,314	339,114	12,412	22,677	35,089	166,212	207,991	374,203
Newberry	176,087	192,748	368,835	10,745	22,619	33,364	186,832	215,367	402,199
Oconee	70,245	77,502	147,747	8,730	13,359	22,089	78,975	90,861	169,836
Orangeburg	391,853	466,182	858,035	21,173	40,096	61,269	413,026	506,278	919,304
Pickens	74,754	74,840	149,594	3,840	6,080	9,920	78,594	80,920	159,514
Richland	451,369	519,359	970,728	54,869	108,891	163,760	506,238	628,250	1,134,488
Saluda	88,956	97,274	186,230	5,404	14,380	19,784	94,360	111,654	206,014
Spartanburg	356,999	390,781	747,780	24,787	42,779	67,546	381,766	433,560	815,326
Sumter	380,737	441,832	822,569	26,569	49,539	76,108	407,306	491,371	898,677
Union	158,559	165,132	323,691	13,890	25,693	39,583	172,449	190,825	363,274
Williamsburg	281,614	346,266	627,880	14,525	31,836	46,361	296,139	378,102	674,241
York	224,701	237,391	462,092	18,217	27,501	45,718	242,918	264,892	507,810
Total	8,891,702	10,092,114	18,983,816	552,200	1,072,273	1,624,473	9,443,902	11,164,387	20,608,289

TABLE NO. VIII.—AVERAGE DAILY ATTENDANCE—NEGRO

County	Average Daily Attendance								
	Elementary Grades (1-7, Inclusive)			High School Grades (8-11, Inclusive)			Total Average Daily At- tendance for both Elementary and High School Grades		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	1	2	3	4	5	6	7	8	9
Abbeville	953	917	1,870	51	86	137	1,004	1,003	2,007
Aiken	1,691	1,881	3,572	69	167	236	1,760	2,048	3,808
Allendale	778	872	1,650	40	71	111	818	943	1,761
Anderson	2,001	2,170	4,171	154	241	395	2,155	2,411	4,566
Bamberg	1,030	1,184	2,214	28	40	68	1,058	1,224	2,282
Barnwell	1,067	1,370	2,437	33	67	100	1,100	1,437	2,537
Beaufort	1,167	1,225	2,392	38	49	87	1,205	1,274	2,479
Berkeley	1,704	1,860	3,564	47	129	176	1,751	1,989	3,740
Calhoun	1,028	1,208	2,236	21	54	75	1,049	1,262	2,311
Charleston	4,041	4,780	8,821	121	266	387	4,162	5,046	9,208
Cherokee	841	858	1,699	41	81	122	882	939	1,821
Chester	1,302	1,418	2,720	66	95	161	1,368	1,513	2,881
Chesterfield	1,193	1,303	2,496	32	63	95	1,225	1,366	2,591
Clarendon	2,340	2,682	5,022	69	150	219	2,409	2,832	5,241
Colleton	1,216	1,299	2,515	24	77	101	1,240	1,376	2,616
Darlington	1,685	1,970	3,655	116	251	367	1,801	2,221	4,022
Dillon	1,082	1,227	2,309	49	89	138	1,131	1,316	2,447
Dorchester	822	1,094	1,916	40	70	110	862	1,164	2,026
Edgefield	1,255	1,337	2,592	21	65	86	1,276	1,402	2,678
Fairfield	1,895	2,035	3,930	17	38	55	1,912	2,073	3,985
Florence	2,513	2,951	5,464	129	364	493	2,642	3,315	5,957
Georgetown	1,311	1,622	2,933	82	134	216	1,393	1,756	3,149
Greenville	2,783	3,064	5,847	284	467	751	3,067	3,531	6,598
Greenwood	1,120	1,259	2,379	81	134	215	1,201	1,393	2,594
Hampton	844	1,027	1,871	9	17	26	853	1,044	1,897

Horry	1,081	1,201	2,282	47	96	143	1,128	1,297	2,425
Jasper	574	708	1,282	5	24	29	579	732	1,311
Kershaw	1,512	1,761	3,273	64	137	201	1,576	1,898	3,474
Lancaster	1,145	1,150	2,295	52	97	149	1,197	1,247	2,444
Laurens	1,365	1,358	2,723	67	131	198	1,432	1,489	2,921
Lee	1,425	1,687	3,112	33	68	101	1,458	1,755	3,213
Lexington	925	997	1,922	49	77	126	974	1,074	2,048
McCormick	735	874	1,609	3	22	25	738	896	1,634
Marion	1,442	1,649	3,091	76	165	241	1,518	1,814	3,332
Marlboro	1,225	1,485	2,710	157	256	413	1,382	1,741	3,123
Newberry	1,344	1,431	2,775	65	137	202	1,409	1,568	2,977
Oconee	511	547	1,058	54	79	133	565	626	1,191
Orangeburg	3,143	3,718	6,861	135	255	390	3,278	3,973	7,251
Pickens	494	512	1,006	24	38	62	518	550	1,068
Richland	2,893	3,310	6,203	339	610	949	3,232	3,920	7,152
Saluda	749	790	1,539	36	90	126	785	880	1,665
Spartanburg	2,423	2,645	5,068	155	256	411	2,578	2,901	5,479
Sumter	3,855	4,505	8,360	167	295	462	4,022	4,800	8,822
Union	1,248	1,305	2,553	83	148	231	1,331	1,453	3,784
Williamsburg	2,388	2,925	5,313	90	198	288	2,478	3,123	5,601
York	1,693	1,771	3,464	103	156	259	1,796	1,927	3,723
Total	69,832	78,942	148,774	3,466	6,600	10,066	73,298	85,542	158,840

TABLE NO. IX.—PROMOTION AND NON-PROMOTION RECORD OF ELEMENTARY PUPILS—WHITE

County	DROPPED								PROMOTED								FAILED								NUMBER NEITHER PROMOTED NOR FAILED							
	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	Total Elementary Pupils Dropped	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	Total Elementary Pupils Promoted	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	Total Elementary Pupils Failed	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	Total Neither Promoted nor Failed
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Abbeville	85	26	29	35	39	17	23	254	310	249	285	276	247	220	221	1,808	59	28	39	45	35	26	30	262	38	6	10	11	11	8	21	105
Aiken	205	136	137	127	117	102	79	903	783	628	643	570	519	453	350	3,951	148	108	56	90	85	52	629	92	27	15	24	34	22	22	236	
Allendale	28	18	13	22	32	10	12	135	70	48	67	66	82	64	64	461	19	12	12	16	12	19	5	95	2	4	10	4	2	6	8	36
Anderson	270	185	162	157	129	115	143	1,161	1,551	1,406	1,355	1,352	1,243	1,159	919	8,985	303	206	153	197	138	142	139	1,278	366	150	134	156	164	128	162	1,260
Bamberg	59	25	35	32	30	24	26	231	154	136	169	145	131	113	114	962	41	13	26	18	18	20	13	149	9	4	10	5	10	6	.....	44
Barnwell	38	27	26	27	26	29	18	191	178	185	157	141	136	129	93	1,019	52	36	20	33	30	22	11	204	20	10	7	10	7	2	7	63
Beaufort	28	15	14	21	16	14	8	116	103	118	110	92	107	87	49	666	14	11	12	9	11	4	2	63	2	7	3	5	8	.....	25	
Berkeley	68	31	27	30	35	34	34	259	296	217	207	200	188	152	113	1,373	92	49	52	25	40	37	21	316	64	17	20	24	19	20	18	182
Calhoun	16	7	8	9	7	7	5	59	84	78	93	84	72	85	84	580	15	11	14	16	14	14	16	100	1	1	3	4	8	5	3	25
Charleston	199	142	157	106	174	122	135	1,035	935	800	822	866	808	739	775	5,745	189	108	121	93	146	177	74	908	43	4	2	3	5	4	4	65
Cherokee	402	181	171	173	121	114	63	1,225	660	596	510	490	427	448	382	3,513	181	117	67	49	42	35	26	517	104	28	17	20	15	10	4	198
Chester	169	93	81	87	101	63	66	660	354	357	326	317	268	275	237	2,134	89	39	43	42	57	34	39	343	17	8	4	9	20	11	22	91
Chesterfield	262	147	133	110	92	60	83	887	718	679	556	534	448	421	361	3,617	168	100	79	94	70	59	39	609	88	48	40	26	35	36	18	291
Clarendon	18	8	3	5	5	6	5	50	209	204	178	184	174	192	162	1,303	55	17	24	26	20	17	12	171	67	34	24	18	21	23	22	209
Colleton	98	59	55	54	65	57	53	441	263	300	265	214	234	232	231	1,739	49	23	36	64	39	23	21	255	.....	.....	.....	.....	.....	.....	.....	.....
Darlington	222	113	112	88	85	87	67	774	529	489	469	454	409	396	366	3,112	148	64	87	80	70	57	32	538	28	11	21	6	8	12	11	97
Dillon	158	95	77	52	56	63	22	523	373	291	322	296	247	225	195	1,949	103	51	56	41	60	35	25	371	52	16	14	9	9	14	3	117
Dorchester	51	27	25	31	34	29	18	215	214	181	182	196	163	192	150	1,278	44	33	21	23	24	19	24	188	39	6	8	15	16	.....	3	87
Edgefield	27	12	25	17	19	22	17	139	117	129	140	139	121	126	115	887	31	15	9	14	12	12	16	109	33	12	8	4	5	9	17	88
Fairfield	48	31	39	36	39	31	44	268	192	211	206	206	190	166	199	1,370	42	24	31	35	41	25	13	211	1	1	.....	5	6	5	1	19
Florence	380	156	179	143	172	149	94	1,273	963	800	865	783	783	747	454	5,395	215	125	124	118	112	99	42	835	92	23	21	36	29	33	25	259
Georgetown	68	43	38	26	29	21	27	252	300	233	233	245	185	178	168	1,542	31	35	36	38	19	18	13	190	.....	5	.....	1	3	.....	.....	9
Greenville	653	366	338	404	319	334	263	2,677	2,253	2,123	2,115	2,133	2,039	1,983	1,785	14,431	460	270	229	221	208	180	161	1,729	294	74	87	94	87	91	81	808
Greenwood	118	104	77	92	77	76	51	595	470	301	462	437	455	374	297	2,856	72	36	42	48	69	33	24	374	29	30	36	73	67	71	54	360
Hampton	79	41	32	30	43	36	21	282	196	172	158	167	165	167	162	1,187	40	18	28	16	23	18	15	158	3	6	7	8	8	2	.....	34
Horry	416	161	176	158	125	122	108	1,266	1,181	902	864	774	657	610	585	5,573	330	138	143	144	140	107	64	1,066	201	53	53	29	65	28	26	455
Jasper	27	15	8	12	14	12	9	97	84	87	105	73	91	85	64	589	7	7	8	2	2	2	2	33	.....	.....	2	1	8	7	5	23
Kershaw	114	57	56	53	46	37	30	393	340	339	353	331	302	278	236	2,179	109	51	41	45	41	50	33	370	41	13	13	32	25	18	7	149
Lancaster	293	158	134	156	147	111	128	1,127	672	650	621	597	492	508	408	3,948	118	44	44	51	80	63	48	488	64	22	22	26	21	16	14	185
Laurens	175	97	100	68	117	101	58	716	570	489	575	525	481	475	370	3,485	87	50	66	46	55	49	31	384	74	20	14	18	17	17	17	177
Lee	46	29	23	36	33	24	30	221	189	173	177	194	178	162	154	1,227	47	33	18	28	22	21	12	181	20	5	4	3	2	6	6	46
Lexington	146	75	96	91	75	94	89	666	680	624	597	612	529	519	521	4,082	85	55	47	69	89	66	51	462	85	7	21	14	18	19	29	193
McCormick	14	13	6	13	14	16	13	89	52	55	77	59	54	55	73	425	12	13	9	8	10	17	13	82	.....	2	1	.....	.....	.....	2	5
Marion	159	57	74	61	67	44	51	513	349	285	349	325	293	268	240	2,109	74	42	38	34	46	31	21	286	21	5	11	14	3	9	6	69
Marlboro	261	91	76	98	89	74	32	721	363	318	315	274	242	224	194	1,930	148	59	35	34	57	44	1	378	89	16	10	9	12	10	8	154
Newberry	93	55	44	34	66	56	52	4,001	391	399	419	412	389	350	355	2,715	91	42	26	40	46	56	30	331	32	5	16	11	12	33	42	151
Oconee	430	203	227	174	174	144	131	1,483	852	717	698	599	562	491	426	4,345	216	121	109	86	89	92	47	760	107	27	26	40	40	23		

TABLE NO. X.—PROMOTION AND NON-PROMOTION RECORD OF ELEMENTARY PUPILS—NEGRO

County	DROPPED								PROMOTED								FAILED								NUMBER NEITHER PROMOTED NOR FAILED							
	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	Total Elementary Pupils Dropped	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	Total Elementary Pupils Promoted	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	Total Elementary Pupils Failed	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	Total Neither Promoted nor Failed
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
Abbeville	65	43	36	15	16	9	7	191	433	269	192	158	131	122	73	1,378	91	75	28	25	11	10	3	243	311	131	94	107	51	27	11	732
Aiken	313	118	94	78	67	45	30	745	875	600	505	389	271	195	120	2,955	172	84	73	66	46	16	12	469	579	155	106	103	97	59	51	1,150
Allendale	87	37	21	31	16	10	3	205	411	224	216	178	134	96	62	1,321	53	16	16	23	12	2	3	125	142	56	48	18	17	13	2	296
Anderson	196	81	70	60	38	57	32	534	1,064	647	561	489	398	335	257	3,751	143	80	56	60	48	24	10	421	506	242	170	152	107	95	64	1,336
Bamberg	135	60	41	32	26	23	8	325	542	308	226	210	188	111	117	1,702	116	55	24	36	21	18	14	284	404	135	116	76	82	26	16	855
Barnwell	211	79	72	54	46	27	26	515	631	360	321	217	200	127	100	1,956	125	82	49	48	23	14	6	347	384	73	69	82	62	39	44	753
Beaufort	165	48	25	42	34	27	11	352	754	417	330	268	159	92	59	2,079	167	63	37	36	9	20	2	334	391	57	57	50	48	15	4	622
Berkeley	130	32	26	44	21	11	5	269	1,096	431	443	325	217	173	99	2,784	211	84	72	63	30	28	9	497	598	219	163	119	58	36	8	1,201
Calhoun	81	48	33	30	19	19	12	242	806	357	254	209	164	104	88	1,982	81	70	41	42	17	6	10	267	340	150	106	107	76	27	27	833
Charleston	251	132	88	103	106	114	74	868	2,287	1,380	1,225	956	740	553	330	7,471	687	315	231	223	137	51	63	1,707	477	151	129	113	94	68	50	1,082
Cherokee	98	43	47	24	42	14	22	290	434	270	216	178	167	108	93	1,466	54	24	9	7	10	14	7	125	189	52	62	60	54	41	41	499
Chester	171	85	70	43	56	41	32	498	554	403	331	313	214	187	122	2,184	81	25	28	46	19	14	9	222	396	190	159	145	107	74	38	1,109
Chesterfield	148	46	66	52	33	18	16	379	698	391	312	226	185	166	117	2,095	135	67	59	27	20	18	7	333	413	107	76	83	68	79	45	871
Clarendon	163	80	62	43	47	22	19	436	1,169	695	551	379	299	247	147	3,487	325	142	80	67	38	44	21	717	543	150	139	145	101	55	30	1,163
Colleton	99	44	40	40	34	17	11	285	732	453	392	294	214	131	88	2,304	118	47	45	35	22	15	4	286	180	48	54	39	33	11	16	381
Darlington	322	146	122	119	71	58	27	865	919	572	473	347	305	207	161	2,984	261	137	131	61	45	23	16	674	464	138	152	93	90	46	26	1,009
Dillon	237	88	62	57	46	30	10	530	824	348	290	229	197	156	118	2,162	160	44	30	35	36	20	4	328	181	44	24	47	31	24	9	360
Dorchester	78	33	20	43	21	13	12	220	472	300	208	188	107	73	52	1,400	128	57	26	33	13	12	12	281	376	138	140	74	62	57	23	870
Edgefield	137	39	72	67	56	24	28	423	571	329	255	287	180	138	99	1,859	68	26	24	23	25	13	6	188	436	162	193	120	104	70	48	1,133
Fairfield	410	199	185	160	121	90	30	1,195	970	520	426	355	242	145	68	2,726	201	129	90	82	61	30	12	605	68	70	60	60	36	20	12	326
Florence	316	171	150	112	91	57	47	944	1,680	968	747	620	525	374	286	5,200	341	201	161	95	71	30	33	932	363	132	74	65	49	25	36	744
Georgetown	149	61	52	29	30	18	15	354	760	404	351	290	220	176	94	2,295	221	60	70	32	30	10	9	432	325	129	91	59	42	16	7	669
Greenville	446	187	167	138	76	87	74	1,175	1,226	770	703	663	502	447	328	4,639	389	163	133	110	82	81	49	1,007	628	162	129	120	108	73	55	1,275
Greenwood	138	80	49	70	49	40	35	461	632	335	261	232	202	127	132	1,921	103	57	36	47	19	28	18	308	311	159	115	125	59	55	55	879
Hampton	93	47	30	24	15	12	7	228	645	353	256	184	124	92	34	1,688	130	58	32	22	21	11	16	290	257	79	69	61	49	15	17	547
Horry	90	48	38	29	23	25	19	272	592	291	242	226	173	123	94	1,741	193	90	48	38	45	19	14	447	216	57	74	55	53	37	31	523
Jasper	56	21	31	25	7	3	6	149	384	275	217	176	104	68	44	1,268	77	48	42	23	17	19	10	236	158	49	17	17	9	8	1	259
Kershaw	154	62	51	49	51	29	23	419	841	483	436	369	354	260	163	2,906	157	78	52	44	48	22	9	410	317	126	74	110	67	56	27	777
Lancaster	189	78	63	41	41	33	38	483	568	357	302	209	208	156	121	1,921	28	29	19	13	20	9	6	124	310	98	92	91	84	71	57	803
Laurens	171	77	52	33	31	32	14	410	579	416	337	239	199	159	104	2,033	147	74	66	47	24	23	16	397	476	172	118	112	68	54	40	1,040
Lee	123	47	32	42	39	27	8	318	705	381	281	185	201	135	100	1,988	146	61	47	25	34	10	8	331	784	276	226	171	129	72	47	1,705
Lexington	126	47	43	26	23	38	16	319	447	224	201	187	104	95	89	1,347	69	39	30	32	22	17	6	215	281	116	95	74	55	37	10	668
McCormick	70	25	17	15	10	8	8	153	206	148	115	97	82	51	37	736	104	43	38	28	22	14	11	260	244	117	94	73	66	39	23	656
Marion	280	136	115	89	65	46	36	767	871	498	492	419	289	216	164	2,949	261	119	92	60	41	33	29	635	216	68	21	29	22	18	18	392
Marlboro	294	125	106	71	67	36	38	737	730	411	298	211	193	115	92	2,050	196	74	60	35	40	17	19	441	567	227	199	154	135	81	45	1,408
Newberry	182	57	57	51	37	21	25	430	562	394	303	297	201	133	115	2,055	151	71	59	52	48	31	21	433	349	140	183	166	131	85	76	1,130
Oconee	72	37	38	33	24	14	15	233	227	131	156																					

TABLE NO. XI.—AVERAGE TEACHING LOAD ACCORDING TO ENROLMENT

County	ELEMENTARY			HIGH SCHOOL			Total White Ele- mentary and High School	Total Negro Ele- mentary and High School	Grand Total Ele- mentary and High School for White and Negr
	White	Negro	Total for White and Negro	White	Negro	Total for White and Negro			
	1	2	3	4	5	6	7	8	9
Abbeville	30	39	34	26	29	26	28	39	32
Aiken	31	38	35	24	25	25	30	37	32
Allendale	26	46	40	27	29	27	26	45	38
Anderson	33	43	36	25	30	26	31	42	34
Bamberg	31	50	42	22	79	24	28	50	32
Barnwell	27	47	38	19	21	20	24	45	34
Beaufort	28	40	37	23	15	21	25	38	34
Berkeley	30	41	36	22	22	22	28	39	35
Calhoun	26	58	47	17	35	19	22	57	42
Charleston	33	49	41	27	29	27	31	48	38
Cherokee	32	42	35	28	40	29	32	41	34
Chester	32	38	35	23	43	25	30	40	33
Chesterfield	33	41	36	20	31	21	29	41	33
Clarendon	26	45	39	25	38	28	26	45	37
Colleton	26	36	31	23	30	24	25	35	29
Darlington	34	54	42	26	27	26	31	50	39
Dillon	30	50	39	26	28	26	29	49	37
Dorchester	30	48	39	23	17	21	28	44	35
Edgefield	27	40	36	27	22	26	27	39	34
Fairfield	31	40	37	20	35	21	28	40	35
Florence	31	49	38	29	32	30	31	47	36
Georgetown	35	39	37	28	34	31	31	37	34
Greenville	33	43	35	25	34	26	30	41	33
Greenwood	28	40	33	30	36	30	28	40	33
Hampton	30	40	35	19	36	20	26	40	32
Horry	29	35	31	27	35	28	29	35	30
Jasper	31	44	39	28	...	28	30	44	38
Kershaw	31	47	39	21	30	23	28	46	36
Lancaster	32	39	35	22	19	22	30	37	32
Laurens	32	39	35	27	25	26	30	38	33
Lee	25	48	39	23	29	24	25	47	36
Lexington	29	36	31	28	37	28	28	36	30
McCormick	25	44	38	22	34	23	24	43	36
Marion	32	51	42	23	37	26	29	49	38
Marlboro	30	56	42	26	36	29	30	54	40
Newberry	29	40	34	22	28	23	26	40	31
Oconee	29	37	31	22	20	21	28	34	29
Orangeburg	27	54	42	21	27	22	25	52	37
Pickens	31	35	32	29	22	28	30	34	31
Richland	33	47	39	27	36	28	30	45	36
Saluda	22	38	29	27	20	25	23	36	29
Spartanburg	32	41	34	29	42	30	31	41	33
Sumter	32	49	43	22	41	25	28	49	40
Union	31	39	34	31	37	32	31	39	34
Williamsburg	31	47	41	23	25	24	29	45	39
York	32	40	35	27	29	27	30	39	33
Average for State	31	44	36	25	30	26	29	43	35

TABLE NO. XII.—AVERAGE TEACHING LOAD ACCORDING TO AVERAGE DAILY ATTENDANCE

County	ELEMENTARY			HIGH SCHOOL			Total White Ele-mentary and High School	Total Negro Ele-mentary and High School	Grand Total Ele-mentary and High School for White and Negro
	White	Negro	Total for White and Negro	White	Negro	Total for White and Negro			
	1	2	3	4	5	6	7	8	9
Abbeville	23	27	25	22	23	22	23	27	25
Aiken	24	25	25	19	21	20	24	25	24
Allendale	21	31	27	22	22	22	21	30	26
Anderson	26	30	27	20	26	22	25	29	26
Bamberg	25	35	31	18	68	20	23	36	29
Barnwell	21	32	27	17	17	17	20	31	25
Beaufort	23	28	27	20	11	17	21	27	25
Berkeley	23	30	27	19	18	18	22	29	26
Calhoun	22	40	34	15	25	16	21	39	30
Charleston	28	40	33	24	24	24	27	38	31
Cherokee	25	30	26	24	30	25	24	30	26
Chester	26	26	26	20	32	21	25	25	25
Chesterfield	25	28	26	17	24	17	23	28	24
Clarendon	21	39	33	22	31	24	21	39	32
Colleton	21	27	24	20	25	21	21	27	23
Darlington	27	35	31	22	23	22	25	34	29
Dillon	23	35	28	22	23	22	23	33	27
Dorchester	25	34	30	20	14	19	21	31	27
Edgefield	22	28	26	23	17	22	22	28	26
Fairfield	26	33	31	18	27	19	23	33	29
Florence	25	34	28	25	26	25	25	33	28
Georgetown	28	31	30	25	31	28	27	31	29
Greenville	27	31	28	21	28	22	25	30	26
Greenwood	24	27	25	26	27	26	24	27	25
Hampton	24	28	26	16	26	17	21	27	24
Horry	23	27	24	23	29	23	23	27	24
Jasper	25	30	28	24	....	24	25	30	28
Kershaw	25	34	29	18	25	19	23	33	27
Lancaster	25	26	26	19	15	18	23	25	24
Laurens	26	27	26	24	20	23	25	27	26
Lee	21	34	29	20	34	24	21	34	28
Lexington	25	27	26	20	31	20	24	28	25
McCormick	20	32	28	19	25	20	20	31	27
Marion	26	34	30	21	27	22	24	33	29
Marlboro	22	34	28	22	27	24	22	33	27
Newberry	25	28	26	20	22	20	23	27	25
Oconee	22	26	23	18	17	18	21	24	22
Orangeburg	22	41	29	19	19	19	21	34	27
Pickens	25	24	24	24	16	24	24	24	24
Richland	28	34	30	24	30	25	26	33	29
Saluda	18	24	21	23	16	21	19	23	21
Spartanburg	26	29	27	25	34	25	26	30	26
Sumter	26	45	38	19	36	22	24	44	35
Union	25	28	27	27	33	28	26	29	27
Williamsburg	25	35	31	20	21	20	24	34	30
York	25	26	26	23	24	23	25	26	25
Average for State	25	32	28	22	25	22	24	31	27

TABLE NO. XIII.—AVERAGE NUMBER OF PUPILS TO SCHOOL ACCORDING TO ENROLMENT

County	ELEMENTARY			HIGH SCHOOL			Total White Elementary and High School	Total Negro Elementary and High School	Grand Total Elementary and High School for White and Negro
	White	Negro	Total for White and Negro	White	Negro	Total for White and Negro			
	1	2	3	4	5	6	7	8	9
Abbeville	120	59	78	110	88	105	118	61	81
Aiken	126	69	90	167	95	149	133	70	95
Allendale	102	96	97	160	71	116	115	94	99
Anderson	171	97	137	254	112	220	183	98	153
Bamberg	92	101	98	120	79	112	98	100	100
Barnwell	67	82	77	112	61	98	75	81	79
Beaufort	143	65	73	144	61	111	143	64	76
Berkeley	93	74	80	133	56	95	99	73	80
Calhoun	84	116	108	74	105	80	81	115	105
Charleston	384	200	247	474	234	444	405	200	263
Cherokee	118	70	97	494	79	286	135	70	106
Chester	114	72	86	154	108	143	121	73	91
Chesterfield	106	82	95	140	42	115	111	80	97
Clarendon	91	92	92	127	54	90	98	89	91
Colleton	70	61	64	133	61	115	78	61	69
Darlington	163	150	155	190	107	160	167	146	156
Dillon	125	135	130	253	24	93	139	111	124
Dorchester	91	83	88	137	67	114	103	82	90
Edgefield	68	67	67	186	37	112	85	65	70
Fairfield	141	71	83	90	70	87	125	71	83
Florence	143	137	140	214	101	176	156	133	145
Georgetown	222	83	153	205	79	142	214	81	148
Greenville	158	132	149	257	185	244	173	137	162
Greenwood	156	72	101	470	288	424	188	76	117
Hampton	102	62	72	83	36	77	96	61	73
Horry	91	82	88	214	174	209	101	85	96
Jasper	247	89	106	139	....	139	204	89	110
Kershaw	131	104	113	106	120	109	125	105	113
Lancaster	102	74	88	158	47	118	109	72	91
Laurens	121	64	86	187	41	120	131	62	90
Lee	76	96	90	101	44	87	82	94	90
Lexington	90	71	83	217	37	162	106	67	92
McCormick	60	57	57	82	34	70	65	57	59
Marion	176	177	177	119	167	130	158	177	167
Marlboro	100	117	110	142	97	125	107	115	111
Newberry	142	83	103	125	63	109	137	81	104
Oconee	89	63	83	138	52	120	96	62	88
Orangeburg	102	115	111	124	134	126	108	116	113
Pickens	120	70	105	218	44	179	130	67	113
Richland	285	126	174	737	261	537	352	135	205
Saluda	54	67	61	144	54	105	63	66	65
Spartanburg	190	107	155	265	252	264	203	111	168
Sumter	186	128	139	209	87	148	192	125	140
Union	166	72	103	207	259	216	173	76	124
Williamsburg	129	93	100	137	44	84	131	88	98
York	135	76	100	260	106	213	151	78	109
Average for State	132	93	109	195	94	165	143	93	115

TABLE NO. XIV.—AVERAGE NUMBER OF PUPILS TO SCHOOL ACCORDING TO
AVERAGE DAILY ATTENDANCE

County	ELEMENTARY			HIGH SCHOOL			Total White Ele- mentary and High School	Total Negro Ele- mentary and High School	Grand Total Ele- mentary and High School for White and Negro
	White	Negro	Total for White and Negro	White	Negro	Total for White and Negro			
	1	2	3	4	5	6	7	8	9
Abbeville	96	42	58	96	68	90	96	43	62
Aiken	172	177	173	124	173	128	151	177	155
Allendale	80	63	67	131	55	93	92	63	70
Anderson	133	67	103	216	99	188	140	69	112
Bamberg	73	71	72	100	68	94	79	71	74
Barnwell	53	55	54	98	50	84	61	55	57
Beaufort	118	46	54	127	44	94	121	46	57
Berkeley	73	55	60	103	44	73	78	54	61
Calhoun	72	80	78	65	75	67	70	80	77
Charleston	320	137	199	423	193	366	347	156	214
Cherokee	90	50	72	427	61	244	104	51	81
Chester	94	49	65	134	80	120	101	51	70
Chesterfield	81	55	69	117	32	95	87	54	72
Clarendon	74	80	78	109	44	76	82	77	78
Colleton	56	47	50	113	50	98	64	47	54
Darlington	131	99	112	160	92	136	137	98	116
Dillon	93	92	93	216	20	78	107	76	90
Dorchester	80	58	66	122	55	100	88	58	70
Edgefield	54	48	50	162	29	95	70	47	53
Fairfield	116	59	68	81	55	77	105	59	69
Florence	114	96	105	182	82	150	127	94	111
Georgetown	182	65	124	184	108	146	183	87	135
Greenville	129	97	119	225	150	211	144	102	131
Greenwood	133	48	78	408	215	360	161	52	92
Hampton	81	43	53	70	26	64	78	42	54
Horry	69	63	68	178	143	174	79	66	75
Jasper	200	58	75	118	....	118	167	58	80
Kershaw	104	74	85	91	100	93	101	76	86
Lancaster	80	51	65	136	37	100	88	50	70
Laurens	97	45	65	167	33	105	108	44	70
Lee	65	70	68	88	52	78	70	68	69
Lexington	80	53	70	154	31	116	89	51	75
McCormick	48	41	43	68	25	58	62	41	44
Marion	144	119	129	106	120	119	133	109	125
Marlboro	74	71	72	117	73	101	80	71	75
Newberry	123	57	80	109	50	94	119	56	82
Oconee	68	44	62	112	44	98	73	44	66
Orangeburg	82	75	80	111	97	108	90	76	81
Pickens	94	48	81	183	31	150	104	46	89
Richland	241	91	136	672	237	480	305	99	165
Saluda	44	43	43	122	42	88	52	43	47
Spartanburg	156	76	123	229	205	227	169	79	135
Sumter	153	116	123	182	77	130	161	113	124
Union	135	52	79	179	231	188	142	56	88
Williamsburg	105	70	76	119	36	72	108	66	76
York	108	51	74	222	83	181	123	52	83
Av'ge for State	107	67	83	167	78	141	117	68	89

TABLE NO. XV.—NUMBER EMPLOYED—ADMINISTRATIVE SUPERINTENDENTS, ADMINISTRATIVE PRINCIPALS AND TEACHERS

County	WHITE											NEGRO											Total White and Negro Elementary School Teachers	Total White and Negro High School Teachers	Grand Total Elementary and High School Teachers White and Negro	Grand Total Employed
	Administrative Superintendents	Administrative Principals		Total Administrative Positions	TEACHERS				Total Elementary School Teachers	Total High School Teachers	Total Elementary and High School Teachers	Administrative Principals		Total Administrative Positions	TEACHERS				Total Elementary School Teachers	Total High School Teachers	Total Elementary and High School Teachers					
		Elem. School	High School		Elementary		High School					Elem. School	High School		Elementary		High School									
					Men	Women	Men	Women							Men	Women	Men	Women								
	1	2	4	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Abbeville	2	....	....	2	7	76	12	18	83	30	113	....	....	....	7	61	2	4	68	6	74	151	36	187	189
Aiken	6	3	1	10	9	168	16	41	177	57	234	....	....	....	24	115	7	4	139	11	150	316	68	384	394
Allendale	1	....	....	1	1	26	4	8	27	12	39	....	....	....	9	45	2	3	54	5	59	81	17	98	99
Anderson	7	6	3	16	27	341	46	87	368	133	501	3	....	3	15	126	8	7	141	15	156	509	148	657	676
Bamberg	2	....	....	2	3	41	9	13	44	22	66	....	....	....	15	48	1	..	63	1	64	107	23	130	132
Barnwell	3	....	....	3	8	47	9	20	55	29	84	....	....	....	10	67	4	2	77	6	83	132	35	167	170
Beaufort	1	....	....	1	1	30	5	14	31	19	50	....	....	....	11	73	3	5	84	8	92	115	27	142	143
Berkeley	4	....	1	5	6	67	6	16	73	22	95	....	....	....	17	101	4	6	118	10	128	191	32	223	228
Calhoun	1	....	....	1	4	25	7	11	29	18	47	....	....	....	14	42	2	1	56	3	59	85	21	106	107
Charleston	2	9	6	17	9	224	51	54	233	105	338	4	1	5	9	219	2	14	228	16	244	461	121	582	604	
Cherokee	2	....	....	2	10	151	14	21	161	35	196	....	....	....	7	50	2	2	57	4	61	218	39	257	259
Chester	2	....	....	2	4	96	14	26	100	40	140	....	....	....	16	88	3	2	104	5	109	204	45	249	251
Chesterfield	3	....	....	3	14	146	28	34	160	62	222	....	....	....	19	70	2	2	89	4	93	249	66	315	318
Clarendon	1	....	....	1	9	57	7	18	66	25	91	....	....	....	17	111	4	3	123	7	135	194	32	226	227
Colleton	1	....	2	3	8	83	12	22	91	34	125	....	....	....	12	80	3	1	92	4	96	183	38	221	224
Darlington	2	1	1	4	12	115	23	29	127	52	179	....	....	....	6	97	9	7	103	16	119	230	63	298	302
Dillon	3	....	....	3	10	84	12	17	94	29	123	....	....	....	11	56	4	2	67	6	73	161	35	196	199
Dorchester	2	....	....	2	7	50	9	15	57	24	81	....	....	....	9	48	4	1	57	8	65	114	32	146	148
Edgefield	2	....	1	3	3	42	7	14	45	21	66	....	....	....	16	75	4	4	91	5	96	136	26	162	165
Fairfield	1	1	....	2	3	56	10	17	59	27	86	....	....	....	24	95	1	1	119	2	121	178	29	207	209
Florence	3	4	10	17	28	219	19	70	247	89	336	....	2	2	28	133	9	10	161	19	180	408	108	516	535
Georgetown	3	....	....	3	1	58	9	13	59	22	81	....	....	....	10	86	4	4	96	8	104	155	30	185	188
Greenville	12	2	5	19	39	553	80	151	592	231	823	....	....	....	26	161	15	12	187	27	214	779	253	1,037	1,056
Greenwood	3	1	1	5	6	138	14	34	144	48	192	....	....	....	5	83	4	4	88	8	96	232	56	288	293
Hampton	....	....	....	....	4	50	12	18	54	30	84	....	....	....	13	55	1	....	68	1	69	122	31	153	153
Horry	8	....	....	8	37	234	17	46	271	63	334	....	....	....	17	67	2	3	84	5	89	355	68	423	431
Jasper	1	....	....	1	1	23	4	6	24	10	34	....	....	....	8	36	....	....	44	....	44	68	10	78	79
Kershaw	3	....	1	4	8	88	18	22	96	40	136	....	....	....	6	91	3	5	97	8	105	193	48	241	245
Lancaster	2	....	....	2	24	118	18	32	142	50	192	....	....	....	14	72	9	1	86	10	96	228	60	288	290
Laurens	4	....	4	8	6	142	16	31	148	47	195	....	1	1	6	93	6	4	99	10	109	247	57	304	313
Lee	1	....	....	1	3	58	11	15	61	26	87	....	....	....	13	78	3	....	91	3	94	152	29	181	182
Lexington	9	....	....	9	29	160	25	45	189	70	259	....	....	....	8	62	4	....	70	4	74	259	74	333	342
McCormick	2	....	....	2	1	23	3	8	24	11	35	....	....	....	5	46	1	....	51	1	52	75	12	87	89
Marion	2	....	....	2	6	82	16	20	88	36	124	....	....	....	15	76	7	2	91	9	100	179	45	224	226
Marlboro	2	....	....	2	11	89	9	18	100	27	127	....	....	....	14	65	4	4	79	8	87	179	35	214	216
Newberry	2	....	....	2	6	119	31	31	125	62	187	....	....	....	14	86	5	4	100	9	109	225	71	296	298
Oconee	3	....	....	3	24	198	30	40	222	70	292	....	....	....	3	38	5	3	41	8	49	263	78	341	344
Orangeburg	1	....	....	1	16	150	28	56	166	84	250	....	....	....	33	161	12	8	194	20	214	360	104	464	465
Pickens	4	....	2	6	35	180	20	34	215	54	269	....	....	....	7	34	2	2	41	4	45	256	58	314	320
Richland	4	10	4	18	19	235	47	92	254	139	393	1	1	2	25	157	20	12	182	32	214	436	171	607	627	
Saluda	....	....	....	....	12	71	10	11	83	21	104	....	....	....	9	54	5	3	63	8	71	146	29	175	175
Spartanburg	8	2	2	12	56	514	64	121	570	185	755	....	....	....	25	150	4	8	175	12	187	745	197	942	954
Sumter	2	1	....	3	2	97	19	38	99	57	156	....	....	....	15	172	8	5	187	13	200	286	70	356	359
Union	3	2	1	6	6	122	9	24	128	33	161	....	1	1	13	77	3	4	90	7	97	218	40	258	265
Williamsburg	5	....	....	5	4	80	11	24	84	35	119	....	....	....	19	133	10	4	152	14	166	236	49	285	290
York	5	1	1	7	15	183	20	47	198	67	265	....	....	....	23	108	8	3	131	11	142	329	78	407	414
Total	140	43	46	229	554	5,909	861	1,542	6,463	2,403	8,866	8	6	14	642	4,041	225	176	4,683	401	5,084	11,146	2,804	13,950	14,193	

TABLE NO. XVI.—NUMBER AND GRADE OF CERTIFICATE HELD BY THOSE EMPLOYED

County	WHITE												NEGRO												Total White and Negro
	ELEMENTARY						HIGH SCHOOL						ELEMENTARY						HIGH SCHOOL						
	Male			Female			Male			Female			Male			Female			Male			Female			
	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	1st	2nd	3rd	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		25
Abbeville	7	..	..	76	..	..	14	..	..	18	..	..	5	2	..	30	31	..	2	..	..	4	..	..	189
Aiken	12	..	..	168	..	..	23	..	..	41	..	..	24	..	..	115	..	..	7	..	..	4	..	..	394
Allendale	1	..	..	26	..	..	5	..	..	8	..	..	5	2	2	24	21	..	2	..	..	3	..	..	99
Anderson	27	..	..	347	..	..	56	..	..	87	..	..	16	..	..	128	..	..	8	..	..	7	..	..	676
Bamberg	3	..	..	41	..	..	11	..	..	13	..	..	15	..	..	48	..	..	1	..	..	..	..	..	132
Barnwell	8	..	..	45	2	..	12	..	..	20	..	..	7	3	..	34	33	..	4	..	..	2	..	..	170
Beaufort	1	..	..	30	..	..	6	..	..	14	..	..	5	6	..	35	38	..	3	..	..	5	..	..	143
Berkeley	6	..	..	67	..	..	11	..	..	16	..	..	17	..	..	101	..	..	4	..	..	6	..	..	228
Calhoun	4	..	..	25	..	..	8	..	..	11	..	..	9	5	..	25	17	..	2	..	..	1	..	..	107
Charleston	18	..	..	224	..	..	58	..	..	55	..	..	11	1	..	218	2	..	3	..	..	14	..	..	604
Cherokee	10	..	..	151	..	..	16	..	..	21	..	..	6	1	..	31	19	..	2	..	..	2	..	..	259
Chester	4	..	..	96	..	..	16	..	..	26	..	..	14	2	..	57	31	..	3	..	..	2	..	..	251
Chesterfield	14	..	..	145	1	..	31	..	..	34	..	..	13	6	..	33	37	..	2	..	..	2	..	..	318
Clarendon	9	..	..	57	..	..	8	..	..	18	..	..	12	4	1	64	44	3	4	..	..	3	..	..	227
Colleton	8	..	..	82	1	..	15	..	..	22	..	..	12	..	..	62	18	..	3	..	..	1	..	..	224
Darlington	12	..	..	115	1	..	25	..	..	30	..	..	6	..	..	93	4	..	9	..	..	7	..	..	302
Dillon	10	..	..	84	..	..	15	..	..	17	..	..	9	2	..	42	14	..	4	..	..	2	..	..	199
Dorchester	6	1	..	50	..	..	11	..	..	15	..	..	7	2	..	30	18	..	4	..	..	4	..	..	148
Edgefield	3	..	..	42	..	..	10	..	..	14	..	..	14	2	..	60	15	..	4	..	..	1	..	..	165
Fairfield	4	..	..	56	..	..	11	..	..	17	..	..	21	3	..	59	36	..	1	..	..	1	..	..	209
Florence	31	..	..	220	..	..	32	..	..	70	..	..	27	1	..	107	26	..	11	..	..	10	..	..	535
Georgetown	1	..	..	58	..	..	12	..	..	13	..	..	4	6	..	34	52	..	4	..	..	4	..	..	188
Greenville	39	2	..	553	..	..	96	..	..	152	..	..	26	..	..	148	13	..	15	..	..	12	..	..	1,056
Greenwood	6	..	..	139	..	..	18	..	..	34	..	..	5	..	..	68	15	..	4	..	..	4	..	..	293
Hampton	4	..	..	50	..	..	12	..	..	18	..	..	6	7	..	12	43	..	1	..	..	..	..	..	153

Horry	37	232	2	..	25	46	15	2	..	50	17	..	2	3	431
Jasper	1	..	..	23	..	..	5	..	..	6	..	..	8	..	..	29	1	6	..	..	..	..	..	79
Kershaw	8	..	..	88	..	..	22	..	..	22	..	..	6	..	..	64	26	1	3	..	..	5	..	245
Lancaster	24	..	..	117	1	..	20	..	..	32	..	..	11	3	..	50	22	..	9	..	..	1	..	290
Laurens	6	..	..	141	1	..	24	..	..	31	..	..	4	2	..	62	31	..	7	..	..	4	..	313
Lee	3	..	..	57	1	..	12	..	..	15	..	..	10	3	..	33	45	..	3	..	..	..	..	182
Lexington	29	..	..	159	1	..	34	..	..	45	..	..	8	..	..	48	14	..	4	..	..	..	..	342
McCormick	1	..	..	23	..	..	5	..	..	8	..	..	4	1	..	26	20	..	1	..	..	..	..	89
Marion	6	..	..	82	..	..	18	..	..	20	..	..	15	..	..	71	5	..	7	..	..	2	..	226
Marlboro	11	..	..	88	1	..	11	..	..	18	..	..	13	1	..	57	7	1	4	..	..	4	..	216
Newberry	6	..	..	119	..	..	33	..	..	31	..	..	14	..	..	68	18	..	5	..	..	4	..	298
Oconee	23	1	..	198	..	..	33	..	..	40	..	..	3	..	..	32	5	1	5	..	..	3	..	344
Orangeburg	16	..	..	150	..	..	29	..	..	56	..	..	28	5	..	118	42	1	12	..	..	8	..	465
Pickens	35	..	..	180	..	..	26	..	..	34	..	..	7	..	..	31	3	..	2	..	..	2	..	320
Richland	26	..	..	238	..	..	55	..	..	92	..	..	19	7	..	135	21	1	21	..	..	12	..	627
Saluda	12	..	..	71	..	..	10	..	..	11	..	..	9	..	..	37	17	..	5	..	..	3	..	175
Spartanburg	57	..	..	515	..	..	74	..	..	121	..	..	24	1	..	129	21	..	4	..	..	8	..	954
Sumter	3	..	..	97	..	..	21	..	..	38	..	..	14	1	..	138	34	..	8	..	..	5	..	359
Union	8	..	..	122	..	..	13	..	..	24	..	..	12	1	..	50	27	..	4	..	..	4	..	265
Williamsburg	4	..	..	80	..	..	16	..	..	24	..	..	14	5	..	83	50	..	10	..	..	4	..	290
York	16	..	..	182	1	..	26	..	..	47	..	..	18	5	..	90	18	..	8	..	..	3	..	414
Total	580	4	..	5,909	13	..	1,044	..	..	1,545	..	..	552	92	3	3,059	971	14	231	..	..	176	..	14,193

TABLE NO. XVII.—AVERAGE LENGTH OF SCHOOL TERM IN DAYS

County	WHITE			NEGRO			TOTAL FOR WHITE AND NEGRO		
	Ele- mentary	High School	Total Ele- mentary and High School	Ele- mentary	High School	Total Ele- mentary and High School	Ele- mentary	High School	Total Ele- mentary and High School
	1	2	3	4	5	6	7	8	9
Abbeville	173	176	174	115	164	118	144	174	149
Aiken	97	46	62	140	79	110	106	47	71
Allendale	180	180	180	130	158	131	142	177	148
Anderson	179	179	179	147	169	148	170	178	171
Bamberg	179	178	179	120	144	121	140	173	143
Barnwell	170	176	172	118	154	120	135	172	140
Beaufort	178	176	177	126	179	129	138	177	143
Berkeley	177	179	178	110	150	110	131	170	135
Calhoun	176	176	176	118	158	119	131	172	135
Charleston	179	180	179	152	177	153	163	180	166
Cherokee	169	178	171	133	175	136	158	178	161
Chester	173	178	175	119	173	122	146	178	152
Chesterfield ...	161	177	164	113	150	115	149	175	147
Clarendon	161	174	165	98	135	99	112	163	117
Colleton	176	176	176	129	150	130	149	170	152
Darlington	171	180	173	139	166	142	154	177	159
Dillon	168	177	170	121	126	121	144	168	147
Dorchester	175	178	176	127	176	130	148	178	152
Edgefield	171	178	173	113	155	114	129	174	135
Fairfield	178	176	177	100	160	101	122	175	127
Florence	173	178	175	142	164	144	159	175	162
Georgetown ...	177	177	177	125	166	146	151	172	161
Greenville	174	177	175	154	168	155	169	175	170
Greenwood	176	177	176	135	173	138	160	177	163
Hampton	175	179	178	115	145	116	140	177	145
Horry	149	173	153	125	171	128	142	173	147
Jasper	180	180	180	134	....	134	144	180	152
Kershaw	174	177	174	129	165	131	148	175	151
Lancaster	170	178	171	135	176	138	156	177	160
Laurens	169	176	171	134	165	136	154	175	158
Lee	168	175	170	109	122	110	126	166	131
Lexington	167	178	169	115	148	118	152	175	156
McCormick	177	178	177	92	166	93	112	176	118
Marion	175	176	175	143	157	144	157	171	159
Marlboro	164	178	171	125	160	131	142	173	147
Newberry	178	179	179	133	165	135	157	177	161
Oconee	166	179	168	139	166	143	161	178	164
Orangeblrg ...	178	178	178	125	157	127	143	174	148
Pickens	168	178	170	149	160	150	165	177	167
Richland	177	177	177	152	173	159	167	176	169
Saluda	161	172	164	121	157	124	141	170	146
Spartanburg ..	175	176	175	148	164	149	168	175	172
Sumter	176	176	176	98	165	102	117	172	124
Union	177	178	177	127	172	130	155	176	158
Williamsburg ..	177	178	178	118	161	120	135	173	140
York	178	180	179	133	176	136	160	179	164
Average for State	172	178	174	128	161	130	151	175	155

TABLE NO. XVIII.—NUMBER OF DISTRICTS AND NUMBER OF SCHOOLS WITH ONE-TEACHER, TWO-TEACHERS, THREE-TEACHERS, FOUR-TEACHERS, AND MORE THAN FOUR-TEACHERS

County	Number of School Districts	One-Teacher				Two-Teachers				Three-Teachers				Four-Teachers				More Than Four-Teachers				Total White Schools	Total White Buildings	Total Negro Schools	Total Negro Buildings	Grand Total White and Negro Schools	Grand Total White and Negro Buildings
		White Schools	White Buildings	Negro Schools	Negro Buildings	White Schools	White Buildings	Negro Schools	Negro Buildings	White Schools	White Buildings	Negro Schools	Negro Buildings	White Schools	White Buildings	Negro Schools	Negro Buildings	White Schools	White Buildings	Negro Schools	Negro Buildings						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Abbeville	29	6	7	40	37	4	4	2	4	3	2	..	..	..	1	..	..	7	7	3	3	20	21	45	44	65	65
Aiken	52	9	8	43	26	15	15	23	17	4	3	5	6	2	3	2	1	14	13	4	4	44	42	77	54	121	96
Allendale	18	4	4	16	9	..	..	5	3	1	1	2	2	..	..	1	1	2	2	2	2	7	7	26	17	33	24
Anderson	71	4	4	33	32	26	25	19	19	17	17	4	4	8	7	1	1	17	17	5	5	72	70	62	61	134	131
Bamberg	19	8	7	12	11	3	3	13	13	..	..	3	3	..	..	1	1	4	4	2	2	15	14	31	30	46	44
Barnwell	35	8	9	26	20	8	8	12	10	..	..	1	2	1	1	2	2	5	5	3	3	22	23	44	37	66	60
Beaufort	8	2	2	36	5	..	..	9	7	1	1	1	4	4	..	1	1	3	5	2	2	6	8	52	19	58	27
Berkeley	27	8	7	44	26	7	6	9	3	1	1	3	2	3	3	3	3	4	6	3	3	23	21	65	37	88	58
Calhoun	20	3	3	12	3	1	1	11	7	1	1	4	4	..	..	4	4	4	4	1	1	9	9	28	15	37	24
Charleston	20	3	..	22	21	6	6	23	27	..	..	4	4	4	6	..	2	7	9	3	4	20	24	57	58	77	82
Cherokee	34	10	10	20	15	16	16	11	11	8	8	1	1	6	6	..	..	4	9	2	2	44	49	34	29	78	78
Chester	27	16	18	31	30	4	5	16	14	1	2	4	4	..	..	1	1	7	12	3	3	28	37	55	52	83	89
Chesterfield	48	8	8	21	12	17	16	16	10	10	10	2	2	4	4	5	4	10	10	1	1	49	48	45	29	94	77
Clarendon	34	1	1	30	27	8	9	17	18	4	3	9	9	..	..	3	3	6	5	4	4	19	15	63	61	82	76
Colleton	38	11	11	33	33	12	12	11	12	5	5	7	6	..	..	1	1	6	6	2	2	34	34	54	54	88	88
Darlington	27	..	..	15	7	9	9	11	9	6	6	4	4	4	4	2	3	7	7	5	4	26	26	37	27	63	53
Dillon	26	3	3	7	3	8	8	8	8	1	1	4	4	4	4	2	2	7	7	4	4	23	23	25	21	48	44
Dorchester	23	8	6	21	2	4	4	6	4	1	1	4	3	..	..	..	5	5	5	2	2	18	16	33	11	51	27
Edgefield	28	7	7	36	36	6	6	13	12	2	2	..	1	..	..	1	1	3	3	4	4	18	18	54	54	72	72
Fairfield	34	3	3	39	39	3	3	15	15	..	..	8	7	..	..	4	4	7	7	1	1	13	13	67	66	80	79
Florence	55	3	4	16	11	13	13	21	19	12	13	8	7	8	8	6	6	18	18	6	6	54	56	57	49	111	105
Georgetown	22	1	1	22	5	1	1	15	1	1	1	6	2	..	..	..	6	8	2	2	9	11	45	10	54	21	74
Greenville	89	13	13	17	17	30	32	22	22	20	22	7	7	11	13	4	4	22	50	7	11	96	130	57	61	153	191

Greenwood	37	11	9	34	33	7	8	10	9	5	5	1	3	..	..	1	1	3	3	3	4	26	25	49	50	75	75
Hampton	25	6	6	31	31	2	2	6	6	1	1	5	5	..	..	1	1	7	7	1	..	16	16	44	43	60	59
Horry	90	9	9	12	11	35	34	13	13	25	23	5	5	8	7	2	1	11	22	4	6	88	95	36	36	124	131
Jasper	10	..	..	12	5	..	..	5	5	..	..	1	1	1	1	2	2	3	3	2	2	3	4	22	15	25	19
Kershaw	36	7	8	14	14	6	6	18	19	1	1	7	7	..	..	1	1	9	9	4	4	23	24	44	45	67	69
Lancaster	47	11	10	20	20	21	20	17	14	8	7	4	5	1	4	2	2	4	7	2	2	45	48	45	43	90	91
Laurens	48	6	5	40	25	22	22	14	13	3	3	3	2	..	..	1	2	8	8	3	3	39	38	61	45	100	83
Lee	20	3	3	23	14	10	10	11	10	..	..	4	3	1	1	4	4	6	5	3	2	20	19	45	33	65	52
Lexington	61	10	10	23	11	32	32	5	4	6	6	..	..	1	1	3	2	11	11	5	6	60	60	36	23	96	83
McCormick	20	7	7	30	26	..	..	7	7	..	..	1	1	..	..	1	1	3	3	..	..	10	10	39	35	49	45
Marion	21	2	2	4	4	1	1	9	9	3	3	6	6	3	3	2	2	7	7	5	5	16	16	26	26	42	42
Mariboro	33	10	13	11	9	10	9	20	21	3	3	3	3	1	2	2	1	6	6	2	2	30	33	38	36	68	69
Newberry	41	3	2	23	20	7	8	15	15	2	3	6	6	2	1	1	2	11	10	4	3	25	24	49	46	74	70
Oconee	72	16	13	17	12	28	27	3	3	9	9	1	1	7	7	..	..	13	11	3	3	73	67	24	19	97	86
Orangeburg	61	5	5	48	26	13	13	19	18	10	10	13	11	1	1	6	8	15	16	6	6	44	45	92	69	136	114
Pickens	51	8	8	11	7	18	18	6	7	14	14	..	..	6	6	2	2	10	15	2	2	56	61	21	18	77	79
Richland	36	3	4	42	32	17	17	17	16	2	2	5	5	1	2	1	2	6	20	3	7	29	45	68	62	97	107
Saluda	41	8	8	22	21	15	15	7	6	6	6	2	2	1	1	3	3	4	4	2	2	34	34	36	34	70	68
Spartanburg	95	8	8	23	23	17	17	29	29	13	13	7	7	18	17	3	3	39	46	5	8	95	101	67	70	162	171
Sumter	33	1	1	21	19	2	1	28	28	4	5	8	9	1	2	5	5	9	10	10	7	17	19	72	68	89	87
Union	26	6	6	30	27	10	10	12	12	1	1	4	4	1	1	1	1	6	6	2	3	24	24	49	47	73	71
Williamsburg	42	2	2	38	12	7	7	23	13	3	3	7	5	2	2	3	2	6	6	6	6	20	20	77	38	97	58
York	42	11	10	35	24	14	15	22	18	7	6	5	3	2	2	2	2	12	13	4	4	46	46	68	51	114	97
Total	1,772	292	285	1,156	853	495	494	629	560	225	224	192	182	113	121	89	91	384	465	155	162	1,508	1,589	2,221	1,848	3,729	3,437

TABLE XIX.—LOCAL LIBRARIES

County	ELEMENTARY				HIGH SCHOOL				Grand Total Volumes in Elementary and High School for White and Negro
	Number of Schools Having Local Libraries		Volumes in Local Libraries		Number of Schools Having Local Libraries		Volumes in Local Libraries		
	White	Negro	White	Negro	White	Negro	White	Negro	
	1	2	3	4	5	6	7	8	9
Abbeville	12	20	2,500	700	7	1	4,000	550	7,750
Aiken	20	5	6,472	6,715	9	2	10,278	2,025	25,490
Allendale	5	4	1,016	432	2	1	1,086	350	2,884
Anderson	42	7	7,225	1,240	9	2	7,271	3,936	19,672
Bamberg	10	10	1,407	790	4	....	3,765	....	5,962
Barnwell	8	....	1,021	....	5	....	6,285	....	7,306
Beaufort	5	2	1,441	360	3	2	2,300	571	4,672
Berkeley	2	1	1,138	94	4	1	1,630	194	3,056
Calhoun	9	2	1,881	75	4	....	2,180	....	4,136
Charleston	23	43	32,272	3,898	8	1	16,032	....	52,202
Cherokee	15	2	1,715	668	2	1	3,678	2,000	8,061
Chester	17	3	2,845	1,150	6	1	4,552	3,600	12,147
Chesterfield	19	7	2,235	496	9	1	3,592	40	6,363
Clarendon	14	3	2,490	150	5	2	1,926	340	4,906
Colleton	24	6	4,020	800	6	4	3,835	375	9,030
Darlington	14	3	3,573	1,220	7	3	5,720	1,950	12,463
Dillon	10	2	1,335	360	3	1	3,004	212	4,911
Dorchester	10	4	1,891	423	4	2	2,016	1,350	5,680
Edgefield	15	15	1,605	250	3	2	6,020	785	8,660
Fairfield	6	3	2,406	405	5	2	2,517	575	5,903
Florence	25	11	9,024	1,016	12	4	9,727	1,417	21,184
Georgetown	6	4	1,211	849	3	2	2,025	....	4,085
Greenville	87	15	14,500	1,400	18	2	20,040	3,250	39,190
Greenwood	22	10	8,430	774	3	1	4,882	1,489	15,575
Hampton	14	....	1,978	....	7	....	1,532	....	3,510
Horry	16	6	3,101	531	8	1	7,003	150	10,785
Jasper	3	8	666	350	2	....	447	....	1,463
Kershaw	11	....	2,860	....	8	....	2,952	....	5,812
Lancaster	40	14	3,701	700	7	1	3,650	600	8,651
Laurens	28	6	6,939	853	7	4	751	501	9,044
Lee	8	....	821	....	6	1	1,992	147	2,960
Lexington	40	6	5,000	500	9	....	6,000	....	11,500
McCormick	5	3	713	61	3	1	1,515	150	2,439
Marion	7	12	5,318	773	6	2	10,111	455	16,657
Marlboro	14	7	2,032	400	5	2	3,296	312	6,040
Newberry	22	13	8,218	1,235	15	2	6,858	1,545	17,856
Oconee	31	5	5,119	392	11	2	20,157	385	26,053
Orangeburg	31	21	11,192	892	14	4	9,273	413	21,770
Pickens	50	10	12,000	700	7	....	7,000	....	19,700
Richland	31	17	31,350	4,455	10	3	15,858	3,235	54,898
Saluda	20	....	2,994	....	3	....	2,792	....	5,786
Spartanburg	65	6	18,297	590	18	1	9,664	200	28,751
Sumter	15	9	2,921	1,566	5	3	3,540	2,678	10,705
Union	18	3	5,115	235	5	1	4,461	750	10,561
Williamsburg	4	1	2,722	30	6	1	5,035	437	8,224
York	26	10	7,991	1,776	7	3	7,928	438	18,133
Total	919	339	254,701	40,304	310	70	260,176	37,405	592,586

TABLE NO. XX.—CIRCULATING LIBRARIES

County	ELEMENTARY				HIGH SCHOOL				Grand Total Ele- mentary and High School White and Negro
	Number of Schools Vis- ited by Circulating Library		Volumes in Circulating Library		Number of Schools Vis- ited by Circulating Library		Volumes in Circulating Library		
	White	Negro	White	Negro	White	Negro	White	Negro	
	1	2	3	4	5	6	7	8	9
Anderson	73	62	6,130	450	11	4	215	....	6,795
Calhoun	1	....	240	....	....	....	....	....	240
Charleston	22	63	15,980	6,661	4	....	954	....	23,595
Cherokee	42	....	2,134	....	....	....	....	....	2,134
Colleton	28	53	17,297	3,000	6	....	850	....	21,147
Dillon	22	....	18,559	....	3	....	7,150	....	25,709
Greenville	93	21	66,966	3,099	21	4	....	....	70,065
Hampton	1	....	900	....	1	....	925	....	1,825
Horry .....	....	....	....	....	8	....	1,000	....	1,000
Laurens	9	....	751	....	....	....	....	....	751
Marion	16	....	2,450	....	....	....	....	....	2,450
Marlboro	31	....	800	....	....	....	....	....	800
Oconee	30	....	1,000	....	4	....	300	....	1,300
Orangeburg	31	....	1,500	....	14	....	1,000	....	2,500
Richland	33	6	12,230	1,550	4	2	2,849	659	17,288
Union	3	....	100	....	....	....	....	....	100
York	42	....	10,000	....	....	....	....	....	10,000
Total	477	205	157,037	14,760	76	10	15,243	659	187,699

TABLE NO. XXI.—MISCELLANEOUS INFORMATION

County	Number County School Super- visors		Total Number Elementary Schools (not Buildings) in County		Total Number High Schools (not Buildings) in County		Number Elementary Schools Running 9 Months		Number Elementary Schools Running 8 Months		Number Elementary Schools Running 7 Months		Number Elementary Schools Running Less Than 7 Months	
	White	Negro	White	Negro	White	Negro	White	Negro	White	Negro	White	Negro	White	Negro
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Abbeville	1	20	45	7	2	6	1	10	..	4	2	..	42
Aiken	1	44	77	9	3	20	2	24	3	..	3	..	69
Allendale	1	7	26	2	2	7	..	..	1	..	1	..	24
Anderson	1	72	62	13	4	71	1	1	4	..	21	..	36
Bamberg	1	15	31	4	1	15	..	..	1	..	2	..	28
Barnwell	1	22	44	5	2	9	..	10	3	3	1	..	40
Beaufort	1	6	52	3	2	6	2	..	..	..	..	..	50
Berkeley	1	23	65	4	4	20	1	3	..	..	5	..	59
Calhoun	1	9	28	4	1	5	..	4	1	..	..	..	27
Charleston	1	20	57	6	2	20	1	..	1	..	..	..	55
Cherokee	1	44	34	2	2	4	1	39	1	1	4	..	28
Chester	1	28	55	6	2	25	..	3	1	..	2	..	52
Chesterfield	1	49	45	9	3	9	..	4	2	36	..	..	43
Clarendon	19	63	5	5	4	..	15	1	..	1	..	61
Colleton	1	1	34	54	6	2	34	..	..	1	..	23	..	30
Darlington	1	26	37	7	4	9	1	17	1	..	2	..	33
Dillon	23	25	3	2	5	..	18	..	..	1	..	24
Dorchester	1	18	33	4	2	16	1	..	1	..	..	2	31
Edgefield	1	18	54	3	3	3	..	15	2	..	1	..	51
Fairfield	13	67	6	1	12	..	1	2	..	..	..	65
Florence	1	54	57	12	6	28	1	26	2	..	15	..	39
Georgetown	1	..	9	45	3	2	9	4	..	..	..	1	..	40
Greenville	3	1	96	57	21	5	40	6	51	2	5	22	..	27
Greenwood	1	26	49	3	1	14	3	11	1	1	2	..	43
Hampton	1	16	44	7	1	10	..	5	..	1	5	..	39

Horry	..	1	88	36	8	1	3	..	11	1	74	1	..	34	
Jasper	..	1	3	22	2	..	3	..	..	1	..	8	..	13
Kershaw	..	1	23	44	8	2	10	1	10	1	3	2	..	40	
Lancaster	..	..	45	45	7	4	6	1	39	..	..	1	..	43
Laurens	..	..	39	61	7	6	12	2	17	1	10	1	..	57
Lee	..	1	20	45	6	2	5	..	15	..	..	1	..	44
Lexington	..	1	60	36	9	4	13	1	18	2	29	1	..	32	
McCormick	..	..	10	39	3	1	3	..	6	1	1	..	..	38
Marion	..	1	16	26	7	2	13	..	1	2	1	15	1	9	
Marlboro	..	1	30	38	5	3	5	..	6	1	19	2	..	35	
Newberry	..	1	25	49	11	4	23	1	2	..	..	6	..	42
Oconee	..	1	73	24	11	3	7	1	65	1	1	1	..	21	
Orangeburg	..	1	44	92	14	4	35	1	9	1	..	8	..	82	
Pickens	..	1	56	21	7	2	11	..	45	3	..	8	..	10	
Richland	..	..	29	68	5	4	23	4	6	1	..	15	..	48
Saluda	..	1	34	36	4	3	4	..	9	2	21	..	..	34
Spartanburg	..	1	95	67	20	2	58	1	37	1	..	35	..	30	
Sumter	1	1	17	72	6	6	13	1	4	..	..	9	..	62
Union	..	1	24	49	5	1	17	2	7	1	..	2	..	44	
Williamsburg	..	1	20	77	6	8	16	1	4	1	..	5	..	70	
York	..	1	46	68	7	3	42	5	3	1	1	8	..	54	
Total		6	38	1,508	2,221	312	129	723	47	571	53	211	243	3	1,878

TABLE NO. XXII.—ENROLMENT IN PRIVATE AND DENOMINATIONAL SCHOOLS

County	WHITE					NEGRO					Total Number of White and Negro Pupils		Grand Total Boys and Girls White and Negro
	Number of Teach- ers	Elementary School Pupils		High School Pupils		Number of Teach- ers	Elementary School Pupils		High School Pupils				
		Boys	Girls	Boys	Girls		Boys	Girls	Boys	Girls	Boys	Girls	
	1	2	3	4	5	6	7	8	9	10	11	12	13
Aiken .....	....	....	....	....	....	....	58	70	50	96	108	166	274
Bamberg	7	....	....	115	....	....	....	....	85	52	200	52	252
Beaufort .....	....	....	....	....	....	30	94	101	42	96	136	167	303
Charleston	65	341	414	235	306	31	258	239	131	278	965	1,297	2,262
Chester .....	....	....	....	....	....	13	10	22	26	77	36	99	135
Georgetown .....	....	....	....	....	....	7	85	103	1	5	86	108	194
Greenville	17	70	72	68	64	....	....	....	....	....	138	136	274
Kershaw .....	....	....	....	....	....	19	58	77	57	131	115	208	323
Sumter .....	....	....	....	....	....	....	....	....	65	122	65	122	187
York	16	127	140	78	75	....	....	....	....	....	205	215	420
Total	105	538	626	496	445	100	563	672	457	827	2,054	2,570	4,624

TABLE NO. XXIII.—RECEIPTS FOR SUPPORT OF SCHOOLS—DISTRICT FUNDS ONLY

County	REVENUE RECEIPTS											NON-REVENUE RECEIPTS					Balance on Hand at Beginning of Year	Grand Total of Receipts (Including old Balances)	Grand Total of Expenditures Both White and Negro (Including old Deficits)	Net Balance on Hand at End of This Year, June 30, 1937	Net Deficit at End of This Year, June 30, 1937
	State Appropriations		Receipts from County Board Fund	Receipts from Special District Tax for Ordinary Purposes	Receipts from Poll Tax	Receipts from Dog Tax	Receipts from 3-Mill Tax	Interest, Rent and Other Revenue Receipts	Total of Columns 1-8 Inclusive	Receipts from Special District Tax for Interest on School Bonds	Total of Revenue Receipts (Total of Columns 9 and 10)	Receipts from Sale of Bonds	Proceeds From Short-Term Notes	Receipts of Property Sale and Insurance Adjustments	Other Non-Revenue Receipts	Total Non-Revenue Receipts					
	For Teacher's Salary and Transportation Under State Aid Law	For Other Purposes																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	21	21
Abbeville	\$69,360	\$3,570	.....	\$47,890	\$2,103	.....	\$8,773	\$818	\$132,514	\$15,130	\$147,644	.....	.....	.....	.....	.....	\$12,560	\$160,204	\$157,537	\$2,667	.....
Aiken	143,962	5,875	\$486	122,592	3,159	\$418	26,623	1,527	309,642	14,870	324,512	\$35,462	.....	\$447	\$43,101	\$79,010	109,689	513,211	478,608	34,603	.....
Allendale	26,454	850	.....	29,806	1,243	27	6,124	60	64,564	6,965	71,529	.....	.....	.....	.....	.....	17,763	89,292	83,461	5,831	.....
Anderson	272,160	15,928	79,949	220,790	9,000	.....	49,017	5,150	651,994	38,913	690,907	8,000	.....	.....	9,014	20,650	197,787	909,344	761,286	148,058	.....
Bamberg	49,861	100	.....	61,013	4,852	.....	12,118	292	128,236	6,730	134,966	8,000	.....	1,100	2,674	11,734	33,360	180,060	142,634	37,366	.....
Barnwell	55,114	4,170	5,000	76,790	2,981	.....	14,401	2,609	161,065	5,183	166,248	10,180	7,000	.....	4,632	21,812	25,833	213,893	221,199	.....	\$7,306
Beaufort	38,545	4,815	4,510	38,723	2,322	596	11,691	6,269	107,471	8,755	116,226	.....	.....	.....	.....	.....	.....	116,226	.....	.....	.....
Berkeley	77,919	.....	.....	52,893	1,176	626	8,940	.....	141,554	5,682	147,236	5,000	11,000	3,000	1,021	20,021	59,147	226,404	165,693	60,711	.....
Calhoun	30,704	2,620	.....	28,275	2,446	.....	8,189	24	72,258	4,317	76,575	.....	.....	.....	150	150	23,955	100,680	77,141	23,539	.....
Charleston	170,457	9,026	26,939	502,536	8,051	.....	85,183	10,608	812,800	50,650	863,450	80,293	24,873	1,907	80,466	187,539	49,459	1,100,448	1,078,677	21,771	.....
Cherokee	102,344	2,844	700	71,039	4,373	843	23,807	174	206,124	26,202	232,326	37,668	1,442	567	.....	39,677	59,018	331,021	289,481	41,540	.....
Chester	73,588	9,187	1,523	86,543	4,424	6,931	29,582	5,575	217,353	20,406	237,759	.....	.....	.....	.....	.....	17,661	255,420	235,481	19,939	.....
Chesterfield	136,810	8,376	17,565	43,190	899	118	13,880	455	221,293	13,422	234,715	.....	.....	.....	.....	.....	11,267	255,216	286,775	.....	31,559
Clarendon	80,638	2,987	.....	24,157	1,332	796	6,571	1,707	118,188	7,199	125,387	.....	1,012	.....	1,657	7,577	9,234	42,893	169,896	168,223	1,573
Colleton	85,329	5,973	.....	62,144	2,590	.....	13,533	.....	169,569	8,118	177,687	.....	14,274	46	1,309	15,629	27,010	220,326	196,163	24,163	.....
Darlington	113,034	7,747	3,661	105,606	2,868	1,141	23,213	2,161	259,431	20,737	280,168	.....	9,079	411	11,648	21,138	30,470	331,776	325,802	5,974	.....
Dillon	78,886	4,148	.....	42,649	4,571	1,979	15,937	2,903	151,073	18,342	169,415	.....	14,200	2,686	18,784	35,670	47,893	252,978	231,055	21,923	.....
Dorchester	51,474	1,930	3,135	53,344	3,279	44	12,054	39	125,299	8,410	133,709	18,133	9,470	276	4,957	32,836	16,425	182,970	154,645	28,325	.....
Edgefield	56,449	4,275	44,044	.....	.....	.....	.....	.....	104,768	4,965	109,733	.....	.....	.....	.....	.....	.....	109,733	109,606	227	.....
Fairfield	52,303	2,385	32,596	51,003	2,370	26	23,355	91	164,129	10,218	174,347	.....	.....	.....	.....	.....	45,723	220,070	179,939	40,131	.....
Florence	224,917	5,908	21,418	210,418	8,083	3,966	38,234	14,600	527,544	57,531	585,075	.....	30,015	28,953	4,204	63,172	33,789	682,036	612,638	69,398	.....
Georgetown	59,885	1,570	26,767	45,028	1,635	.....	8,030	228	143,143	3,390	146,533	.....	20,000	.....	31	20,031	6,062	172,626	141,541	31,085	.....
Greenville	424,856	32,367	25,121	503,080	14,904	.....	94,438	14,578	1,109,344	82,920	1,192,264	18,929	.....	3,143	23,587	45,659	77,441	1,315,364	1,218,149	97,215	.....
Greenwood	101,077	1,978	.....	111,212	2,500	.....	30,969	3,566	251,302	23,593	274,895	.....	.....	224	7,248	7,472	31,151	313,518	286,446	27,072	.....
Hampton	56,849	519	3,059	43,627	1,506	289	10,487	284	116,620	6,237	122,857	.....	2,400	.....	4,849	7,249	16,869	146,975	144,355	2,120	.....
Horry	200,269	11,860	.....	88,332	.....	.....	12,065	8,987	321,513	18,683	340,196	38,420	500	.....	22,737	61,657	59,547	461,400	414,395	47,005	.....
Jasper	23,651	1,778	28,119	19,669	1,457	.....	9,501	.....	84,175	2,700	86,875	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kershaw	88,047	8,164	42,290	50,531	1,840	.....	19,623	1,736	212,231	18,715	230,946	.....	.....	.....	1,142	1,142	166	88,183	87,470	713	.....
Lancaster	114,262	5,448	57,724	4,081	.....	.....	18,908	.....	200,423	15,251	215,674	21,548	.....	.....	208	52,729	52,937	83,442	367,325	347,782	19,543
Laurens	116,728	3,749	13,844	118,340	3,211	820	28,112	7,829	292,633	25,009	317,642	.....	26,325	1,189	122	27,636	23,860	369,138	341,953	27,185	.....
Lee	61,713	1,846	.....	32,701	1,063	393	10,591	7,943	115,650	14,781	130,431	6,800	20,504	5,521	10,000	42,825	47,195	220,451	215,316	4,635	.....
Lexington	139,542	10,093	.....	128,809	3,585	1,722	28,068	252	312,071	26,898	338,969	.....	.....	.....	.....	.....	45,294	384,263	330,505	53,758	.....
McCormick	26,161	.....	.....	16,790	1,729	.....	6,780	.....	53,140	3,311	56,451	.....	2,061	.....	167	15	2,243	4,401	63,095	56,359	6,736
Marion	87,788	4,709	47,060	50,524	3,401	1,906	12,237	7,231	214,256	18,085	232,341	12,100	.....	.....	.....	12,100	26,856	271,297	255,003	16,294	.....
Marlboro	83,171	3,231	.....	56,576	1,113	.....	16,880	1,994	162,965	22,414	185,379	.....	.....	357	2,605	2,962	21,610	209,951	182,993	26,958	.....
Newberry	105,107	6,087	50,160	55,403	3,548	1,971	24,093	65	246,434	15,014	261,448	.....	3,500	135	2,732	6,367	49,280	317,095	268,001	49,094	.....
Oconee	167,721	.....	739	92,363	2,558	418	16,633	2,591	283,023	13,730	296,753	.....	2,292	2,866	6,335	11,493	20,850	329,096	315,496	13,600	.....
Orangeburg	164,093	15,228	14,014	155,852	6,114	3,578	35,386	9,300	403,565	28,994	432,559	.....	.....	.....	.....	.....	119,737	552,296	405,816	146,480	.....
Pickens	142,902	14,873	32,855	59,518	4,082	.....	20,118	1,762	276,110	17,405	293,515	6,033	1,500	1,617	1,540	10,690	47,852	352,057	309,854	42,203	.....
Richland	190,358	5,985	51,982	382,955	6,474	.....	86,554	16,498	740,806	87,919	828,725	.....	1,700	4,565	.....	21,565	42,648	892,938	845,961	46,977	.....
Saluda	72,880	4,503	2,615	24,850	2,069	1,280	7,562	74	115,833	3,317	119,150	.....	12,500	489	93	13,022	9,461	141,633	121,599	20,034	.....
Spartanburg	384,128	15,548	103,140	334,941	13,219	3,258	91,426	7,508	953,168	87,859	1,040,527	5,058	9,100	191	38,180	52,529	205,360	1,298,416	1,126,748	171,668	.....
Sumter	119,793	5,226	371	228,557	5,150	4,394	27,068	.....	390,559	20,010	410,569	.....	5,400	1,300	.....	6,700	7,730	424,999	302,787	122,212	.....
Union	97,218	3,896	5,368	79,254	2,830	1,335	23,111	439	213,451	11,222	224,673	.....	.....	170	.....	39,767	264,610	229,183	35,427	.....
Williamsburg	96,845	5,052	4,408	78,065	6,028	3,711															

TABLE NO. XXIV.—REPORT OF EXPENDITURES—DISTRICT FUNDS ONLY—WHITE

County	GENERAL CONTROL, ADMINISTRATIVE				INSTRUCTION								OPERATION OF SCHOOL PLANT				Maintenance of School Plant		AUXILIARY AGENCIES				Fixed Charges: Insurance, Rent, etc.		TOTAL CURRENT EXPENSES			CAPITAL OUTLAYS		DEBT SERVICE		Total Capital Outlays and Debt Service	Total Expenditures for Current Year Only	Deficit at Beginning of Year July 1, 1936	Grand Total of All Expenditures (Total of Columns 35 and 36)		
	Salary of Administrative Superintendent		Other Administrative Expenses		Salaries of Administrative Principals		Salaries of Teachers and Teaching Principals				School Libraries		Educational Supplies and Other Expenses of Instruction		Wages of Janitors, Engineers, etc.		Fuel, Water, Light, Power, Janitor's Supplies, etc.		Repairs to Grounds, Buildings and Equipment, Replacements and Upkeep		Transportation of Pupils, Wages, Operation and Repair of Trucks				Other Auxiliary Agencies		Total Elementary School	Total High School	Total Elementary and High School	New Buildings, Alteration of Old Buildings, Purchase of Grounds	New Equipment					Interest on Bonds	Interest on Short Term Notes
							Elementary		High School														Elementary School	High School													
	Elementary School	High School	Elementary School	High School	Elementary School	High School	Men	Women	Men	Women	Elementary School	High School	Elementary School	High School	Elementary School	High School	Elementary School	High School	Elementary School	High School	Elementary School	High School			Elementary School	High School	Elementary School	High School	Elementary School	High School	Elementary School					High School	Elementary School
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
Abbeville	\$2,800	\$2,800	\$200	\$350			\$4,996	\$50,122	\$14,108	\$15,713	\$200	\$375	\$200	\$375	\$665	\$640	\$2,739	\$1,122	\$4,507	\$888	\$10,235	\$3,654	\$2,152	\$2,512	\$785	\$81,328	\$40,810	\$122,138	\$3,058	\$15,130	\$35	\$18,223	\$140,361	\$140,361
Aiken	6,925	7,284	193	293	\$4,435	\$1,395	10,172	119,486	20,681	31,951	269	1,263	1,442	964	3,944	1,776	4,515	2,342	6,282	2,257	10,083	11,258	395	\$425	2,504	1,447	170,645	83,336	253,981	\$130,918	24,817	14,870	170,605	424,586	\$7,839	432,425
Allendale	1,020	1,320	69	316			830	23,214	6,647	8,271	51	275	244	202	687	510	1,079	980	530	301	3,038	5,589	77	1,098	191	31,937	25,402	57,339	169	6,965	7,134	64,473	64,473
Anderson	10,517	7,087	1,862	1,558	6,600	7,300	28,940	253,036	55,678	73,580	439	1,086	6,411	6,747	7,015	4,956	11,143	7,159	12,375	4,905	24,023	4,978	5,547	1,575	6,340	1,503	350,703	137,157	547,860	34,866	4,751	38,913	53,965	132,455	680,355	680,355
Bamberg	2,480	2,480	8	509			2,250	29,143	9,167	10,585	70	233	320	789	951	712	1,967	1,083	1,739	1,600	5,756	6,655	29	33	1,333	490	45,946	33,742	79,688	6,987	10,353	6,730	24,070	103,758	122,306	
Barnwell	3,494	3,394	392	413			6,372	33,351	10,336	15,115	143	201	734	716	813	1,056	3,537	1,953	2,617	1,507	10,980	7,741	350	1,008	9	649	62,792	44,089	106,881	24,548	3,727	5,183	13,617	47,075	153,956	42,790	196,746
Beaufort	988	1,117	185	304			707	22,862	8,273	10,370	79	286	343	922	1,721	1,151	538	918	545	3,381	2,479	155	512	20	20	844	27,479	156,313	4,679	5,244	8,755	18,678	84,991	84,991	
Berkeley	2,722	3,087	824	1,138		1,250	6,596	42,608	6,995	11,503	127	14	974	969	964	801	885	960	3,969	3,140	16,263	14,055	158	2,227	76,090	46,139	122,229	3,155	597	5,682	9,434	131,663	131,663
Calhoun	1,275	1,275	153	149			3,150	17,449	9,343	8,471	60	38	144	179	312	314	792	430	413	413	4,126	3,552	15	14	113	72	28,180	24,612	52,792	1,216	1,902	4,317	7,435	60,227	929	61,156
Charleston	6,813	1,500	5,093	2,453	24,280	18,439	9,958	246,455	94,966	76,105	198	3,848	9,858	6,460	11,234	5,663	12,220	5,875	17,076	12,650	43,982	7,658	4,987	4,670	8,262	4,834	400,466	244,521	644,987	112,639	2,631	50,650	165,956	810,943	810,943
Cherokee	1,300	3,600	1,594			7,134	105,009	4,492	19,545	18	49	379	502	2,006	1,050	4,949	2,436	4,440	503	7,124	6,835	1,309	327	1,985	299	136,253	51,632	187,885	5,076	8,019	26,202	1,746	41,043	228,928	228,928
Chester	3,170	3,170	356	368			4,276	72,577	21,681	21,560	279	336	1,054	1,532	1,695	1,334	2,914	1,950	4,320	2,784	6,672	5,277	1,848	1,498	588	880	99,749	62,470	162,219	697	7,108	20,406	329	28,540	190,759	9,446	200,205
Chesterfield	1,639	4,296	18	84		1,125	9,371	33,293	25,167	24,749	162	447	1,398	1,844	1,399	1,291	4,866	2,744	2,807	684	10,532	13,689	950	915	430	370	126,865	77,405	204,270	5,139	725	12,422	975	20,251	224,531	38,489	263,020
Clarendon	1,200	1,200	6	205			6,042	40,773	9,886	13,331	89	99	638	139	173	173	1,138	1,138	953	493	5,595	6,794	416	105	761	200	57,694	33,823	91,517	33,019	2,528	7,199	15	42,761	134,278	134,278
Colleton	1,284	1,662	78	769		3,526	7,582	57,550	16,217	16,692	106	443	406	1,509	665	963	1,338	1,291	2,248	1,481	13,132	10,487	34	248	84,423	34,988	139,411	12,169	2,194	8,118	22,481	161,892	161,892
Darlington	3,765	1,342	305	415	1,330	2,575	10,344	86,685	27,336	26,290	317	1,582	758	999	1,970	1,992	4,112	2,229	4,690	2,971	6,941	7,732	14	1,527	1,333	1,095	122,534	78,085	200,619	17,635	7,818	20,737	5,465	51,655	252,274	16,689	268,963
Dillon	240	6,450	116	813			8,516	55,588	11,797	12,504	502	123	505	783	1,082	1,117	2,789	1,795	3,249	557	1,915	5,930	253	5,422	838	80,447	42,707	123,154	48,149	18,342	15,342	456	67,567	150,721	10,091	200,812
Dorchester	2,929	2,273	107	180			6,958	36,115	11,331	11,768	12	230	877	145	1,111	906	1,657	759	1,538	410	9,103	4,451	111	1,254	915	61,409	33,818	95,227	15,086	9,509	8,410	5,209	38,210	133,437	133,437
Edgefield	1,979	2,021	83	186		1,600	2,276	30,452	8,211	10,909	26	196	660	218	1,139	357	1,524	450	1,339	450	6,877	4,560	43,271	32,284	75,555	600	2,637	8,102	4,965	85,657	85,657
Fairfield	1,710	1,710	354	354	1,687	2,465	39,839	13,101	12,612	442	584	1,574	792	1,203	827	2,612	1,070	3,949	2,250	20,488	3,974	1,364	1,005	1,805	286	79,792	38,565	118,357	23,123	2,551	10,218	35,892	154,249	154,249
Florence	1,800	5,742	1,679	1,491	3,803	18,215	30,700	161,146	23,968	65,007	773	2,148	1,207	1,241	3,260	3,249	7,988	5,647	8,744	5,495	12,186	31,180	1,863	2,242	614	611	235,763	166,236	401,999	39,559	10,028	49,063	17,182	115,832	517,831	8,141	525,972
Georgetown	3,481	2,809	197	225			1,095	45,995	8,365	9,514	117	214	398	456	1,198	825	1,005	2,723	1,486	21,391	7,301	279	386	77,828	32,616	110,444	149	3,390	113,983	113,983
Greenville	15,180	13,367	26,230	21,365	4,344	11,564	36,960	422,680	103,641	149,326	1,128	2,569	10,352	16,763	13,360	11,524	18,223	11,926	16,066	11,706	2,572	16,277	757	707	14,016	6,821	581,869	371,556	953,425	57,337	20,399	82,920	88	160,744	1,114,169	1,114,169	
Greenwood	5,350	2,124	817	949	1,296																																

TABLE NO. XXV.—REPORT OF EXPENDITURES—DISTRICT FUNDS ONLY—NEGRO

County	GENERAL CONTROL, ADMINISTRATIVE				INSTRUCTION								OPERATION OF SCHOOL PLANT				Maintenance of School Plant		AUXILIARY AGENCIES				Fixed Charges: Insurance, Rent, etc.		TOTAL CURRENT EXPENSES			CAPITAL OUTLAYS		DEBT SERVICE		Total Capital Outlays and Debt Service	Total Expenditures for Current Year Only	Deficit at Beginning of Year July 1, 1936	Grand Total of All Expenditures (Total of Columns 35 and 36)			
	Salary of Administrative Superintendent		Other Administrative Expenses		Salaries of Administrative Principals		Salaries of Teachers and Teaching Principals				School Libraries		Educational Supplies and Other Expenses of Instruction		Wages of Janitors, Engineers, etc.		Fuel, Water, Light, Power, Janitor's Supplies, etc.		Repairs to Grounds, Buildings and Equipment, Replacements and Upkeep		Transportation of Pupils, Wages, Operation and Repair of Trucks				Other Auxiliary Agencies		Total Elementary School	Total High School	Total Elementary and High School	New Buildings, Alteration of Old Buildings, Purchase of Grounds	New Equipment					Interest on Bonds	Interest on Short Term Notes	
							Elementary		High School														Elementary School	High School														Elementary School
	Elementary School	High School	Elementary School	High School	Elementary School	High School	Men	Women	Men	Women	Elementary School	High School	Elementary School	High School	Elementary School	High School	Elementary School	High School	Elementary School	High School	Elementary School	High School			Elementary School	High School	Elementary School	High School	Elementary School	High School	Elementary School					High School	Elementary School	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	
Abbeville							\$1,950	\$12,112	\$765	\$1,500							\$463		\$266						\$120		\$14,911	\$2,265	\$17,176					\$17,176		\$17,176		
Aiken							6,614	29,726	2,665	1,385				\$12	\$10	\$296	590	\$60	840	\$5			\$25		146		38,249	4,245	42,494	\$3,222	\$467		\$3,689	46,183		46,183		
Allendale							2,060	11,208	1,870	1,645				105		297	143		1,108						15		14,936	3,515	18,451	537			537	18,988		18,988		
Anderson	\$699	\$293	\$337	\$129	\$1,410	\$450	4,582	42,413	4,386	3,249	\$14			867	251	1,164	241		2,306	129	\$9	\$30	4	\$24		146		55,587	9,702	65,289	14,726	916		15,642	80,931		80,931	
Bamberg							4,317	12,383	390		4			9		14	74		230				9			244		17,284	394	17,678				2,710	20,388		20,388	
Barnwell							2,767	16,909	1,557	723				4			165		305						62		20,212	2,280	22,492	1,961			1,961	24,453		24,453		
Beaufort	433	500	30				2,949	20,006	1,634	1,911		44	\$97	14	12	248		819	23	764		529	270		80	158		25,994	4,828	30,822	357	56		413	31,235		31,235	
Berkeley							4,239	22,885	2,314	2,332				69			86		367								27,646	4,646	32,292	1,738			1,738	34,030		34,030		
Calhoun							3,066	9,780	920	360				6		30	138	49	52		21					125		13,167	1,380	14,547	1,393	45		1,438	15,985		15,985	
Charleston	1,833	167	3,533	253	9,220	883	4,570	106,398	1,668	7,599	347	168	5,016	242	3,457		271		6,825	602	9,276	479			1,663	2,730	224	154,868	12,566	167,434	100,232		\$18	100,300	267,734		267,734	
Cherokee							1,783	14,628	1,178	764				6			236		588		45				125	15	17,169	2,260	19,429	17,855	23,269			41,124	60,553		60,553	
Chester							3,054	22,504	2,632	1,544				22	119	162	194		1,405	284					162	145	27,554	5,183	32,737	2,514	25		2,539	35,276		35,276		
Chesterfield							4,709	16,200	812	556				178			981		147						96		22,312	1,368	23,680	12	59		75	23,755		23,755		
Clarendon							3,790	25,089	2,468	1,462				58	135				287						58		29,282	4,160	33,442	574	29		602	34,045		34,045		
Colleton	145	146					5,095	21,114	1,930	520				25		80	80		73		58				100		26,877	2,738	29,615	4,656			4,656	34,271		34,271		
Darlington					1,170	720	2,209	29,417	4,986	3,625	50	50	248	102	357	300	1,514	625	2,132	657				3	2	692	223	37,792	11,290	49,082	5,732	377		1,648	7,757	56,839		56,839
Dillon							2,964	14,337	1,480	540							685		1,035						7		19,028	2,020	21,048	9,182	13		9,195	30,243		30,243		
Dorchester							2,607	13,183	2,229	1,374				12		155	8		801						271		17,440	3,611	21,051	157			157	21,208		21,208		
Edgefield							4,152	18,780	2,196	525				13			112				9				10		23,073	2,776	25,849					25,849		25,849		
Fairfield							4,878	18,329	1,160	900				95			316										23,630	2,060	25,690					25,690		25,690		
Florence	600	300	1,279	691	1,000	390	10,531	41,724	5,957	5,153	26	721	35	53	865	990	1,963	880	1,627	799				18	48	367	81	60,035	16,003	76,038	1,790	320	\$8,468	50	10,628	86,666		86,666
Georgetown							2,267	19,606	2,205	1,672				34	36	255	155		235							304	30	23,100	4,458	27,558				27,558		27,558		
Greenville			2,000	1,500			11,256	58,170	8,920	5,430			2,509	1,746	1,973	577	2,515	683	1,497	804	130		71			989	440	81,039	20,171	101,210	943	1,827		2,770	103,980		103,980	
Greenwood							2,115	24,529	2,591	1,625				277	150		425		1,074	225						400	400	29,402	5,503	34,905	4	310		314	35,219		35,219	
Hampton							3,218	13,534	444										181							83		17,036	444	17,480	2,784			2,784	20,264		20,264	
Horry							6,030	19,364	810	1,140	120		33		34		475		754		20			27		180		27,037	1,950	28,987	19,637	2,494		22,131	51,118		51,118	
Jasper							3,745	10,766									26		99							60		14,696		14,696				99	14,795		14,795	
Kershaw							2,095	26,015	1,653	2,076				30	11	187	144		574								29,025	4,190	33,215	1,397	131		1,528	34,743		34,743		
Lancaster	271	126					3,834	21,156	3,033	401	54	40		3	200	68	131	132	223									25,995	4,000	29,995					29,995		29,995	
Laurens							1,519	23,525	3,675	2,094				44	27	67		193	114	76				51	21	459		25,934	7,117	33,051	1,293	311		1,574	34,625		34,625	
Lee							3,044	17,512	908							15	39	80	58	35						234	48	21,487	1,086	22,573	15,025			15,025	37,598		37,598	
Lexington							2,599	14,539	1,778																		17,138	1,778	18,916					18,916		18,916		
McCormick							1,039	9,038	530																			10,077	530</									

TABLE NO. XXVI.—ASSESSED VALUATION, MILLS VOTED, AND BONDS

County	Assessed Valuation of Real and Personal Property	Mills Voted County Average		Bonds Outstanding			Receipts for Bonds and Interest				Payments and Balance for Bonds and Interest				
		Running Purposes	Bonds	Original Amount Issued	Rate of Interest County Average	Total Amount of Bonds Outstanding at End of Year June 30, 1937	Amount Credited Sinking Fund at Beginning of Year July 1, 1936	Amount Collected From Bond Levies During Year	Interest on Sinking Fund Invest- ments	Total of Columns 7, 8 and 9	Serial Bonds Paid During Year	Retired Sinking Fund Bond Payments Made During Year	Interest Paid Bond Holders During Year	Total of Columns 11, 12 and 13	Balance of Bond Funds June 30, 1937
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Abbeville	\$ 3,896,575	7.6	6.6	\$ 286,000	5.1	\$ 286,000	\$ 11,973	\$ 17,375	\$ 77	\$ 29,425	\$	\$	\$ 15,130	\$ 15,130	\$ 14,295
Aiken	9,248,300	12.6	7.7	459,400	5.5	310,400	11,021	39,545	.....	50,566	16,500	.....	14,870	31,370	19,196
Allendale	2,055,861	16.3	7.7	158,500	5.7	120,500	31,382	26,238	.....	57,620	8,000	11,000	6,965	25,965	31,655
Anderson	17,222,205	7.4	6.4	922,850	5.5	654,800	212,500	38,913	.....	251,413	10,125	26,630	38,913	75,668	175,745
Bamberg	3,279,600	14.2	5.5	137,500	5.9	104,500	23,309	15,126	31	38,751	4,000	.....	6,730	10,730	28,021
Barnwell	3,648,120	17.5	3.6	119,500	5.0	105,500	23,984	11,308	521	34,608	2,500	.....	5,183	7,683	26,925
Beaufort	3,837,345	10.0	4.9	203,000	5.2	172,500	19,552	18,519	.....	38,071	4,500	.....	8,755	13,255	24,816
Berkeley	3,630,800	5.8	5.1	172,500	5.9	90,300	44,042	17,601	.....	61,643	6,100	7,500	5,682	19,282	42,361
Calhoun	2,590,290	10.3	7.4	118,000	5.8	60,000	17,258	8,760	533	26,551	4,000	.....	4,317	8,317	18,234
Charleston	26,684,510	16.3	2.5	1,322,850	5.3	935,350	385,144	70,188	62,915	518,247	13,000	10,500	50,050	74,150	444,097
Cherokee	10,996,031	6.5	7.0	522,000	6.0	470,500	81,586	63,503	.....	145,089	11,500	.....	26,202	37,702	107,387
Chester	10,280,137	8.2	6.6	507,700	5.1	378,350	22,030	56,074	.....	58,104	22,550	.....	20,406	42,956	15,148
Chesterfield	4,639,840	9.6	7.0	285,750	5.7	198,600	12,918	26,298	.....	39,216	8,901	.....	13,422	22,323	16,893
Clarendon	2,276,890	12.1	11.2	176,000	5.5	141,915	6,669	20,179	.....	26,848	6,500	7,000	7,199	20,699	6,149
Colleton	4,000,265	12.8	8.0	163,850	6.0	138,700	56,275	21,340	685	78,300	1,500	.....	8,118	19,018	59,282
Darlington	8,069,506	13.1	7.5	561,800	5.7	523,800	222,487	52,990	8,366	283,843	2,000	19,000	20,737	41,727	242,106
Dillon	4,512,745	10.0	9.7	431,500	5.6	331,000	217,181	50,209	.....	267,390	11,750	16,000	18,342	46,092	221,298
Dorchester	3,630,259	11.3	6.0	164,400	5.3	162,050	36,738	21,950	.....	58,668	500	2,000	8,410	10,910	47,758
Edgefield	3,117,480	9.0	5.7	116,500	5.5	82,000	11,607	9,689	246	21,542	1,000	4,360	4,965	10,325	11,217
Fairfield	7,447,762	11.9	4.9	337,000	6.0	295,500	19,216	29,839	.....	49,055	6,500	.....	10,218	16,718	32,337
Florence	10,252,900	14.2	7.6	1,044,350	5.8	848,350	59,706	145,451	535	205,692	12,850	19,869	57,531	90,250	115,442
Georgetown	3,023,945	25.0	4.0	114,000	5.8	57,000	18,535	13,567	.....	32,102	12,000	2,800	3,390	18,190	13,912
Greenville	29,085,970	13.2	6.9	1,538,475	5.7	1,536,475	863,739	181,001	37,662	1,082,462	2,000	808	82,920	85,728	996,734
Greenwood	9,163,631	8.6	5.7	513,500	5.7	415,743	54,964	56,164	.....	111,128	6,000	58,500	23,593	88,093	23,035
Hampton	3,600,690	10.2	9.2	179,500	5.0	100,000	12,450	22,376	.....	34,826	10,500	.....	6,237	16,737	18,089
Horry	4,282,169	7.3	13.8	446,150	5.7	365,950	34,386	51,419	549	86,354	13,910	.....	18,683	32,593	53,761
Jasper	3,931,700	14.0	1.6	111,500	5.6	46,500	26,172	6,052	.....	32,224	12,000	.....	2,700	14,700	17,524
Kershaw	6,559,918	10.3	7.0	340,500	6.0	307,500	23,006	49,119	.....	72,125	4,400	1,075	18,715	24,190	47,935
Lancaster	6,303,525	15.0	..	329,300	..	306,800	29,660	60,333	1,847	91,840	2,000	.....	15,251	17,251	74,589
Laurens	6,944,250	9.9	6.0	590,500	5.7	416,746	47,690	93,639	563	141,892	19,600	39,500	25,009	84,109	57,783
Lee	3,533,898	10.7	7.3	310,031	5.8	258,531	56,583	35,338	577	92,498	3,500	34,500	14,781	52,781	39,717
Lexington	8,261,590	10.0	8.7	584,000	5.9	464,500	52,798	57,356	.....	110,154	26,460	.....	26,898	53,358	56,796
McCormick	1,766,440	6.7	5.3	89,000	6.0	51,000	5,353	6,939	35	12,327	2,000	.....	3,311	5,311	7,016
Marion	4,163,050	19.4	7.3	397,900	5.4	315,500	40,446	40,051	1,682	82,179	4,200	14,500	18,085	36,785	45,394
Marlboro	5,503,171	8.2	7.0	331,000	5.1	261,000	36,008	30,424	400	66,832	6,000	.....	22,414	28,414	38,418
Newberry	8,000,040	6.6	5.3	435,000	5.6	304,700	67,413	31,144	2,360	100,917	11,700	5,000	15,014	31,714	69,203
Oconee	5,426,050	14.2	7.6	274,800	6.0	226,300	147,052	23,092	4,511	174,655	2,000	1,500	13,730	157,425	127,057
Orangeburg	9,567,420	..	7.9	673,000	5.6	522,611	94,916	94,333	1,564	190,813	19,962	14,800	28,994	63,756	119,959
Pickens	6,693,441	8.3	6.0	404,200	5.9	288,450	117,461	39,608	1,524	158,593	13,340	7,889	17,405	38,634	336,987
Richland	29,064,375	10.0	5.8	1,895,600	5.3	1,646,975	274,769	190,294	12,968	478,081	48,125	5,000	87,919	141,044	11,325
Saluda	2,271,044	8.5	5.8	66,000	6.0	57,000	9,832	5,878	32	15,742	1,100	.....	3,317	4,417	853,724
Spartanburg	30,062,977	10.7	11.3	1,702,900	5.7	1,600,215	813,474	182,999	21,251	1,017,724	46,627	30,014	87,359	164,000	120,754
Sumter	8,494,442	18.5	6.6	400,400	5.8	303,400	81,101	54,007	8,656	143,764	3,000	.....	20,010	23,010	1,282
Union	7,396,320	9.1	7.8	333,000	5.4	249,000	2,079	19,275	.....	21,354	7,850	1,000	11,222	20,072	52,156
Williamsburg	4,486,560	14.5	8.1	182,500	6.0	169,500	52,922	23,707	.....	76,629	1,000	.....	10,973	24,473	241,371
York	11,610,306	6.5	12.3	962,500	5.6	624,500	220,261	92,750	.....	131,011	42,500	.....	29,140	71,640	5,282,308
Total	\$ 364,524,343	11.4	7.0	\$ 21,416,206	5.6	\$ 17,306,511	\$ 4,708,708	\$ 2,201,935	\$ 170,175	\$ 7,080,818	\$ 476,050	\$ 362,645	\$ 959,815	\$ 1,798,510	\$ 5,282,308

Date		Time		Place		Remarks	
1911	10/1	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/2	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/3	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/4	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/5	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/6	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/7	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/8	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/9	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/10	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/11	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/12	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/13	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/14	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/15	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/16	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/17	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/18	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/19	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/20	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/21	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/22	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/23	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/24	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/25	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/26	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/27	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/28	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/29	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/30	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul
1911	10/31	10:00	11:00	St. Paul	St. Paul	St. Paul	St. Paul

TABLE NO. XXVII REPORT ON TRANSPORTATION OF PUPILS, YEAR 1936-'37 WHITE

County	Number of Busses Operated by Districts	Busses Owned and Operated by Districts					Busses Owned and Operated by Contractors					
		Cost of Drivers Per Month	Cost of Operation and Up-keep Per Month	Total Cost Per Month	Total Number Miles in Round Trips Per Day	Total Number Pupils Transported in Round Trips Per Day		Number of Busses Operated by Contract	Total Cost Per Month	Total Number Miles in Round Trips Per Day	Total Number Pupils Transported in Round Trips Per Day	
						Elementary	High School				Elementary	High School
	1	2	3	4	5	6	7	8	9	10	11	12
Abbeville	13	\$ 216	\$ 374	\$ 590	438	372	184	9	636	407	208	208
Aiken	39	991	963	1,954	1,532	1,252	553	11	489	240	164	118
Allendale	10	510	350	860	546	250	103	....	....	....	....	....
Anderson .....	..	....	....	....	....	....	....	36	2,888	935	178	1,259
Bamberg	11	285	322	607	450	292	145	8	594	270	174	82
Barnwell	25	508	872	1,380	934	397	318	....	....	....	....	....
Beaufort	9	329	451	780	330	224	140	10	486	207	108	15
Berkeley	37	1,295	1,381	2,676	1,145	1,069	296	C-3 ..	49	22	10	....
Calhoun	8	247	327	574	131	181	80	C-2 5	279	95	67	46
Charleston .....	..	....	....	....	....	....	....	64	5,061	1,673	932	682
Cherokee	23	367	751	1,118	1,228	829	442	7	308	154	8	81
Chester	21	478	515	993	811	551	476	4	350	111	72	49
Chesterfield .....	..	....	....	....	....	....	....	36	2,957	1,180	926	551
Clarendon	24	636	593	1,229	944	589	383	4	200	132	51	27
Colleton	21	775	909	1,684	970	621	432	18	1,190	651	445	143
Darlington	18	458	457	915	756	1,026	483	12	671	337	292	225
Dillon	18	283	436	719	659	567	408	....	....	....	....	....
Dorchester	11	383	284	667	437	315	182	13	834	385	339	147
Edgefield	17	325	582	907	638	525	308	5	262	138	81	63
Fairfield	30	988	735	1,723	1,010	523	266	....	....	....	....	....
Florence	23	636	566	1,202	786	809	489	26	2,067	995	782	405
Georgetown .....	..	....	....	....	....	....	....	34	3,155	1,075	879	299
Greenville	46	545	1,220	1,765	1,399	868	1,149	3	202	120	67	17
Greenwood	9	233	270	503	498	225	199	25	1,195	900	452	271
Hampton	5	175	187	362	228	108	48	30	1,651	883	612	280

Horry	22	335	1,042	1,377	667	371	594	27	2,243	857	503	603
Jasper .....	..	....	....	....	....	....	....	22	1,511	736	593	228
Kershaw	21	467	581	1,048	653	866	316	14	1,010	388	445	144
Lancaster	3	15	25	40	39	71	31	20	1,437	875	1,233	772
Laurens	33	667	762	1,429	938	565	482	16	857	409	242	172
Lee	13	320	379	699	360	451	221	15	897	444	274	146
Lexington	25	462	618	1,080	801	543	480	20	1,210	516	428	347
McCormick	12	309	347	656	357	268	150	C-1 ..	32	9	....	5
Marion	12	208	323	531	313	728	230	C-3 11	1,072	359	526	191
Marlboro	20	341	862	1,203	984	697	279	....	....	....	....	....
Newberry	6	89	156	245	233	149	94	33	1,540	986	698	374
Oconee	7	118	288	406	223	155	167	29	1,671	698	513	472
Orangeburg	30	685	643	1,328	1,007	588	304	29	1,297	917	378	371
Pickens	15	180	612	792	428	379	302	15	336	307	26	177
Richland	23	921	750	1,671	1,116	804	389	10	843	362	196	162
Saluda	17	305	480	785	430	337	322	5	57	64	6	25
Spartanburg	60	976	2,065	3,041	1,618	2,224	1,695	7	372	114	205	95
Sumter	34	873	1,169	2,042	1,212	1,038	493	13	641	302	215	79
Union .....	..	....	....	....	....	....	....	40	2,102	914	564	385
Williamsburg	36	930	1,053	1,983	1,299	1,057	499	4	370	108	191	51
York	44	706	1,994	2,700	1,623	1,404	1,037	4	246	238	113	62
Total	849	\$ 19,570	\$ 26,694	\$ 46,264	30,171	24,288	15,169	693	45,263	20,513	14,196	9,824

TABLE NO. XXVIII.—RECEIPTS AND EXPENDITURES OF COUNTY BOARD FUND AND EXPENDITURES OF COUNTY TREASURY FOR COUNTY SCHOOL ADMINISTRATION

County	COUNTY BOARD FUND							COUNTY TREASURY FUNDS Expended for Administration		
	RECEIPTS		Total County Board Fund Receipts	EXPENDITURES		Total of A and B Expendi- tures	Balance on Hand June 30, 1937	Salary of County Superin- tendent	Salary of Assistant Superin- tendent and Other County School Expenses	Total County Treasury Funds Expended for Ad- minis- tration
	Balance Brought Forward July 1st 1936	Special County Taxes, Loans, Etc.		A	B					
				Salaries County Super- visors, Special Loans, Etc.	Transfers to District Funds, Etc.					
	1	2	3	4	5	6	7	8	9	10
Abbeville	\$945	\$3,225	\$4,170	\$2,894	.....	\$2,894	\$1,276	\$1,500	\$2,473	\$3,973
Aiken	2,787	45,135	47,922	25,742	\$406	26,148	21,774	2,100	1,200	3,300
Allendale .....	.....	1,019	1,019	1,019	.....	1,019	.....	1,020	300	1,320
Anderson	24,090	42,320	66,410	58,565	.....	58,565	7,845	3,000	3,180	6,180
Bamberg	22,324	1,787	24,111	2,774	.....	2,774	21,337	1,275	460	1,735
Barnwell	46,035	16,081	62,116	11,916	5,000	16,916	45,200	1,500	225	1,725
Beaufort	*2,060	.....	*2,060	.....	12,974	12,974	*15,034	1,800	5,911	7,711
Berkeley	15,106	.....	15,106	179	.....	179	14,927	800	475	1,275
Calhoun	1,149	420	1,569	477	.....	477	1,092	850	.....	850
Charleston	19,286	46,992	66,278	31,845	26,941	58,786	7,492	3,000	3,810	6,810
Cherokee	2,175	7,496	9,671	7,334	700	8,034	1,637	1,500	560	2,060
Chester	1,601	6,366	7,967	5,709	1,523	7,232	735	2,400	200	2,600
Chesterfield .....	.....	18,614	18,614	1,549	17,565	19,114	*500	1,500	180	1,680
Clarendon	27	751	778	568	.....	568	210	1,800	567	2,367
Colleton	61,287	60,726	122,013	71,574	.....	71,574	50,439	1,850	620	2,470
Darlington	5,937	17,086	23,023	7,541	7,811	15,352	7,671	2,000	1,300	3,300
Dillon	26,368	23,828	50,196	26,993	.....	26,993	23,203	2,000	1,390	3,390
Dorchester	148	5,070	5,218	1,047	3,135	4,182	1,036	1,610	273	1,883
Edgefield	27,865	49,711	77,576	14,860	44,044	58,904	18,672	1,200	182	1,382
Fairfield	1,670	1,750	3,420	172	.....	172	3,248	1,700	.....	1,700

Florence	6,421	39,028	45,449	11,144	23,072	34,216	11,233	3,300	7,340	10,640
Georgetown	6,062	166,564	172,626	.....	163,810	163,810	8,816	1,500	20,769	22,269
Greenville	4,465	37,816	42,281	12,784	25,121	37,905	4,376	2,750	1,690	4,440
Greenwood	5,574	10,451	16,025	10,591	.....	10,591	5,434	1,800	372	2,172
Hampton	149	5,549	5,698	870	4,819	5,689	9	1,500	92	1,592
Horry	4,262	16,862	21,124	13,552	121	13,672	7,451	2,100	.....	2,100
Jasper	652	50,731	51,383	22,530	28,119	50,649	734	1,650	135	1,785
Kershaw	11,824	51,180	63,004	7,866	42,290	50,156	12,848	1,800	2,859	4,659
Lancaster	31,057	153,848	184,905	122,982	57,724	180,706	4,199	1,500	1,095	2,595
Laurens	910	10,851	11,761	3,285	7,888	11,173	588	1,600	1,320	2,920
Lee	162	1,363	1,525	1,508	.....	1,508	17	1,200	1,176	2,376
Lexington	646	14,173	14,819	13,290	.....	13,290	1,529	2,000	394	2,394
McCormick	519	1,691	2,210	2,091	.....	2,091	119	800	22	822
Marion	21,550	45,686	67,236	18,455	47,060	65,515	1,721	1,700	1,250	2,950
Marlboro .....	.....	11,304	11,304	9,648	.....	9,648	1,656	1,700	1,308	3,008
Newberry	5,639	5,730	11,369	4,086	.....	4,086	7,283	2,000	50	2,050
Oconee	223	62,636	62,859	61,607	1,235	62,842	17	1,800	50	1,850
Orangeburg	15,633	3,376	19,009	2,976	400	3,376	16,633	2,290	1,080	3,370
Pickens	2,561	1,695	4,256	1,198	2,750	3,948	308	1,800	300	2,100
Richland	6,432	60,086	66,518	40,124	24,559	64,683	1,835	4,119	2,168	6,287
Saluda	788	5,815	6,603	3,081	3,121	6,202	401	1,200	35	1,235
Spartanburg	40,975	231,888	272,863	134,210	103,140	237,350	35,513	2,580	3,295	5,875
Sumter	208	5,384	5,592	4,252	1,237	5,489	103	2,200	183	2,383
Union	455	2,825	3,280	2,380	.....	2,380	900	1,800	840	2,640
Williamsburg	2,751	22,140	24,891	20,410	4,408	24,818	73	1,900	635	2,535
York	1,639	4,296	5,935	5,935	.....	5,935	.....	2,400	507	2,907
Total	\$428,297	\$1,371,345	\$1,799,642	\$803,613	\$660,973	\$1,464,586	\$ 335,056	\$85,894	\$72,271	\$157,665

*Deficits

TABLE NO. XXIX.—ANNUAL COST PER PUPIL IN AVERAGE DAILY ATTENDANCE
FOR CURRENT EXPENSES

County	WHITE			NEGRO			Total for White and Negro Ele- mentary Pupils	Total for White and Negro High School Pupils	Grand Total White and Negro Ele- mentary and High School Pupils
	Ele- mentary Pupil	High School Pupil	Total for Ele- mentary and High School Pupils	Ele- mentary Pupil	High School Pupil	Total for Ele- mentary and High School Pupils			
	1	2	3	4	5	6	7	8	9
Abbeville	\$42.40	\$60.91	\$47.20	\$7.97	\$16.53	\$8.56	\$25.41	\$ 53.38	\$30.32
Aiken	39.00	65.93	45.04	10.71	18.00	11.16	26.29	58.39	31.38
Allendale	56.83	96.95	69.59	9.05	31.67	10.48	21.19	77.53	29.32
Anderson	36.64	70.16	44.25	13.33	24.58	14.30	29.58	64.54	36.18
Bamberg	42.00	83.94	53.30	7.81	10.10	7.85	19.11	72.63	25.76
Barnwell	54.13	90.34	70.30	8.29	22.80	8.86	23.08	78.84	30.91
Beaufort	54.70	72.12	60.78	10.87	55.50	12.48	20.89	69.03	27.21
Berkeley	44.97	112.26	58.37	7.76	26.40	8.63	19.77	86.52	26.48
Calhoun	43.56	93.94	58.08	5.89	17.07	6.28	14.34	77.13	20.91
Charleston	61.89	96.23	71.58	17.56	32.47	18.18	36.32	87.80	44.59
Cherokee	34.56	60.46	39.17	10.11	18.52	10.67	27.19	55.22	31.33
Chester	37.87	77.80	47.20	10.13	32.19	11.36	23.78	70.18	30.86
Chesterfield ..	31.91	72.65	40.42	8.94	14.40	9.14	23.05	67.82	29.77
Clarendon	40.86	62.06	46.77	5.83	19.00	6.38	13.52	49.72	17.36
Colleton	44.66	80.75	54.22	10.69	27.11	11.32	25.27	73.82	32.58
Darlington	36.02	69.04	44.26	10.34	30.76	12.20	22.72	59.66	29.18
Dillon	37.57	65.90	44.16	8.24	18.64	8.60	22.35	56.90	27.54
Dorchester	42.38	69.02	49.11	9.10	32.83	10.39	23.43	62.38	29.33
Edgefield	44.23	66.56	51.71	8.90	32.28	9.65	18.60	61.40	24.50
Fairfield	53.72	79.03	59.89	6.01	37.45	6.44	19.28	74.82	24.32
Florence	38.20	75.91	48.08	10.99	32.46	12.76	25.42	67.92	33.39
Georgetown	47.37	59.09	50.32	7.88	20.64	8.75	22.05	48.27	25.82
Greenville	36.48	69.00	44.42	13.86	26.86	15.34	30.42	63.66	37.50
Greenwood	41.36	61.50	46.64	12.36	25.60	13.46	29.53	56.14	34.80
Hampton	46.36	80.22	55.62	9.11	17.08	9.21	24.39	77.02	31.74
Horry	31.50	78.77	40.41	11.85	13.64	11.95	26.17	72.83	33.84
Jasper	63.32	134.08	83.35	11.21	....	11.21	28.00	134.08	39.32
Kershaw	40.83	80.22	50.04	8.87	20.85	9.56	22.37	67.42	28.73
Lancaster	33.55	64.25	40.00	11.34	26.85	12.28	24.91	59.19	30.03
Laurens	35.96	77.29	45.74	9.52	35.94	11.31	26.43	71.31	32.97
Lee	49.66	84.62	59.77	6.90	10.75	7.02	19.50	72.74	26.13
Lexington	34.24	90.82	44.54	8.92	14.11	9.24	26.94	81.77	37.05
McCormick	45.00	92.08	59.07	6.26	21.20	6.49	15.07	84.39	21.96
Marion	42.55	72.56	49.90	11.17	22.93	12.02	24.61	60.42	30.13
Marlboro	34.80	59.72	40.14	8.66	21.44	9.62	20.42	49.51	24.59
Newberry	39.76	68.04	47.70	10.27	24.76	11.25	25.80	61.82	32.76
Oconee	33.12	87.00	43.91	12.50	34.27	14.93	29.48	81.88	39.22
Orangeburg	40.59	87.46	54.69	8.80	16.89	9.10	19.79	73.32	28.17
Pickens	34.16	65.09	40.21	15.81	25.64	16.40	31.22	62.37	36.80
Richland	50.23	67.31	55.76	14.33	43.18	18.30	33.35	62.00	40.40
Saluda	36.76	49.64	39.96	11.24	26.90	12.43	23.77	44.99	27.36
Spartanburg ..	37.82	56.56	42.25	14.81	23.42	15.45	31.96	53.83	36.35
Sumter	48.31	68.16	54.19	6.61	10.01	6.78	16.50	50.88	20.77
Union	39.00	59.75	43.49	10.80	26.05	12.06	26.55	52.84	30.83
Williamsburg ..	41.75	86.86	53.20	7.23	26.32	8.21	17.00	69.48	23.26
York	42.73	68.51	48.85	13.70	25.50	14.51	30.83	62.36	36.40
Average for State	\$39.94	\$72.54	\$ 47.93	\$ 10.32	\$ 25.56	\$11.28	\$25.70	\$64.95	\$32.27

1. The first part of the report is a general description of the area, including its location, size, and the types of vegetation and animals found there. This is followed by a detailed description of the various types of plants and animals that were observed during the study.

2. The second part of the report is a description of the various types of plants and animals that were observed during the study. This is followed by a detailed description of the various types of plants and animals that were observed during the study.

3. The third part of the report is a description of the various types of plants and animals that were observed during the study. This is followed by a detailed description of the various types of plants and animals that were observed during the study.

4. The fourth part of the report is a description of the various types of plants and animals that were observed during the study. This is followed by a detailed description of the various types of plants and animals that were observed during the study.

5. The fifth part of the report is a description of the various types of plants and animals that were observed during the study. This is followed by a detailed description of the various types of plants and animals that were observed during the study.

6. The sixth part of the report is a description of the various types of plants and animals that were observed during the study. This is followed by a detailed description of the various types of plants and animals that were observed during the study.

7. The seventh part of the report is a description of the various types of plants and animals that were observed during the study. This is followed by a detailed description of the various types of plants and animals that were observed during the study.

8. The eighth part of the report is a description of the various types of plants and animals that were observed during the study. This is followed by a detailed description of the various types of plants and animals that were observed during the study.

9. The ninth part of the report is a description of the various types of plants and animals that were observed during the study. This is followed by a detailed description of the various types of plants and animals that were observed during the study.

10. The tenth part of the report is a description of the various types of plants and animals that were observed during the study. This is followed by a detailed description of the various types of plants and animals that were observed during the study.

Date	Vegetation				Animals			
	Plants	Grasses	Shrubs	Trees	Birds	Mammals	Reptiles	Amphibians
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1. The first part of the report is a general description of the area, including its location, size, and the types of vegetation and animals found there. This is followed by a detailed description of the various types of plants and animals that were observed during the study.

TABLE NO. XXX.—AVERAGE ANNUAL SALARY

County	WHITE							NEGRO					
	Admin- istrative Superin- tendent	ELEMENTARY SCHOOLS			HIGH SCHOOLS			ELEMENTARY SCHOOLS			HIGH SCHOOLS		
		Admin- istrative Prin- cipals	Teach- ers Male	Teach- ers Female	Admin- istrative Prin- cipals	Teach- ers Male	Teach- ers Female	Admin- istrative Prin- cipals	Teach- ers Male	Teach- ers Female	Admin- istrative Prin- cipals	Teach- ers Male	Teach- ers Female
	1	2	3	4	5	6	7	8	9	10	11	12	13
Abbeville	\$2,800	....	\$714	\$660	....	\$1,176	\$873	....	\$280	\$199	....	\$382	\$375
Aiken	2,368	\$1,478	1,130	711	\$1,395	1,280	780	....	276	259	....	385	346
Allendale	2,340	....	830	893	....	1,662	1,034	....	235	230	....	935	548
Anderson	2,657	1,100	1,072	742	2,433	1,210	846	\$620	305	336	....	548	464
Bamberg	2,480	....	750	711	....	1,020	814	....	288	258	....	390	.....
Barnwell	2,296	....	796	710	....	1,034	796	....	277	252	....	389	361
Beaufort	3,038	....	707	762	....	1,655	741	....	268	274	....	545	382
Berkeley	1,452	....	1,099	636	1,250	1,166	719	....	249	227	....	578	389
Calhoun	2,550	....	788	700	....	1,335	770	....	219	233	....	460	360
Charleston	5,156	2,698	1,106	1,100	3,073	1,862	1,409	2,305	508	486	\$883	834	543
Cherokee	2,450	....	713	699	....	1,064	931	....	255	293	....	589	382
Chester	3,170	....	1,069	756	....	1,549	830	....	191	256	....	894	772
Chesterfield	1,978	....	669	639	....	899	725	....	248	231	....	406	278
Clarendon	2,400	....	863	715	....	1,412	744	....	223	226	....	617	487
Colleton	3,200	....	948	693	1,763	1,351	759	....	425	264	....	643	520
Darlington	2,553	1,330	862	754	2,575	1,189	907	....	368	315	....	634	518
Dillon	2,230	....	852	665	....	983	735	....	270	256	....	370	270
Dorchester	2,601	....	991	722	....	1,259	785	....	290	275	....	557	343
Edgefield	2,000	....	759	725	1,600	1,173	779	....	260	250	....	549	525
Fairfield	1,710	1,687	822	711	....	1,310	742	....	203	193	....	680	480
Florence	2,814	1,271	1,096	736	1,820	1,261	928	....	378	313	695	661	515
Georgetown	2,097	....	1,095	763	1,705	929	732	....	227	228	....	551	418
Greenville	2,379	2,172	948	764	2,313	1,296	989	....	433	361	....	595	452
Greenwood	2,508	1,296	959	655	1,896	1,125	823	....	423	296	....	648	406
Hampton .....	....	....	919	772	....	1,199	828	....	248	226	....	444	.....

Horry	2,055	....	690	570	....	1,186	784	....	355	289	....	405	380
Jasper	3,100	....	1,305	914	....	1,707	1,250	....	468	299	....	....	....
Kershaw	2,295	....	741	765	1,450	1,112	897	....	349	286	....	551	415
Lancaster	2,563	....	821	653	....	1,054	814	....	274	294	....	337	401
Laurens	3,113	....	782	712	1,668	964	889	....	253	253	1,107	612	523
Lee	1,750	....	888	759	....	1,295	946	....	280	224	....	303	....
Lexington	1,638	....	839	652	....	1,107	713	....	325	235	....	444	....
McCormick	1,889	....	980	629	....	898	617	....	208	196	....	530	....
Marion	2,600	....	1,024	743	....	1,403	779	....	467	321	....	585	425
Marlboro	1,818	....	711	610	....	1,033	840	....	313	269	....	565	485
Newberry	2,625	....	899	733	....	1,100	834	....	311	269	....	522	342
Oconee	2,427	....	762	643	....	1,136	764	....	400	297	....	535	272
Orangeburg	3,675	....	825	725	....	1,615	839	....	412	276	....	326	312
Pickens	2,508	....	812	681	2,097	1,299	970	....	397	343	....	425	370
Richland	3,181	2,114	727	969	2,690	1,324	1,104	2,700	288	397	1,750	730	1,216
Saluda .....	....	....	596	577	....	999	904	....	304	265	....	457	368
Spartanburg	3,012	2,846	1,041	784	3,741	1,087	902	....	448	353	....	473	350
Sumter	3,150	1,277	789	831	....	1,205	855	....	280	282	....	342	346
Union	2,021	1,746	1,043	751	2,142	1,106	884	....	318	272	788	562	524
Williamsburg	1,883	....	764	692	....	1,230	739	....	234	244	....	568	450
York	2,458	1,698	816	808	2,189	1,332	847	....	362	311	....	428	427
Average for State	\$2,447	\$1,971	\$878	\$743	\$2,286	\$1,245	\$886	\$2,009	\$314	\$297	\$1,183	\$533	\$485

TABLE NO. XXXI.—NUMBER AND VALUE OF BUILDINGS ERECTED DURING YEAR 1936-1937

County	WHITE					NEGRO				
	Number of New Buildings Erected	Value of Buildings	Value of Grounds	Total Value of Furniture and Apparatus	Total Value of all New School Property	Number of New Buildings Erected	Value of Buildings	Value of Grounds	Total Value of Furniture and Apparatus	Total Value of all New School Property
	1	2	3	4	5	6	7	8	9	10
Aiken	3	\$244,000	\$20,800	\$22,500	\$287,300	3	\$9,500	\$150	\$550	\$10,200
Allendale .....	..	.....	.....	.....	.....	2	1,350	100	1,250	2,700
Anderson	4	23,750	1,250	4,745	29,745	5	32,475	1,785	2,850	37,110
Bamberg	1	10,000	.....	2,500	12,500	1	1,000	50	25	1,075
Barnwell	3	85,000	.....	2,000	87,000	1	6,500	50	1,000	7,550
Beaufort	5	56,000	.....	4,000	60,000	..	.....	.....	.....	.....
Berkeley .....	..	.....	.....	.....	.....	3	6,000	500	1,275	7,775
Calhoun	1	3,000	400	.....	3,400	1	2,500	.....	.....	2,500
Charleston	2	113,440	.....	5,375	118,815	14	129,334	550	3,201	133,085
Cherokee .....	..	.....	.....	.....	.....	2	62,800	1,600	3,550	67,950
Chester .....	..	.....	.....	.....	.....	3	1,516	150	154	1,820
Chesterfield .....	..	.....	.....	.....	.....	7	14,806	125	.....	14,931
Clarendon	2	44,100	2,400	3,399	49,899	1	200	25	25	250
Colleton	4	35,900	550	3,250	39,700	4	14,900	250	1,150	16,300
Darlington	5	152,300	.....	20,500	172,800	4	7,200	190	475	7,865
Dorchester	1	37,100	.....	400	37,500	3	4,500	380	175	5,055
Edgefield	1	30,000	.....	2,000	32,000	4	9,500	1,200	1,200	11,900
Fairfield	1	13,000	.....	.....	13,000	..	.....	.....	.....	.....
Florence .....	..	.....	.....	.....	.....	2	1,400	200	140	1,740
Georgetown	2	60,000	1,000	.....	61,000	..	.....	.....	.....	.....
Greenville	2	50,000	3,000	5,000	58,000	2	3,000	300	600	3,900
Greenwood .....	..	.....	.....	.....	.....	3	6,250	.....	350	6,600
Hampton .....	..	.....	.....	.....	.....	2	1,000	100	.....	1,100
Horry	5	53,700	300	5,900	59,900	3	37,500	1,650	2,175	41,325
Jasper .....	..	.....	.....	.....	.....	1	600	25	100	725

Kershaw	1	116,000	.....	5,000	121,000	7	53,800	200	2,800	56,800
Lancaster	3	129,200	10,000	15,250	154,450	..	.....	.....	.....	.....
Laurens	1	70,000	2,500	3,500	76,000	..	.....	.....	.....	.....
Marion	1	330	50	20	400	2	4,700	100	.....	4,800
Marlboro	3	50,000	1,300	2,100	53,400	..	.....	.....	.....	.....
Orangeburg	1	30,000	.....	5,000	35,000	12	21,000	2,000	.....	23,000
Pickens .....	..	.....	.....	.....	.....	1	15,200	.....	.....	15,200
Richland .....	..	.....	.....	.....	.....	6	6,099	310	250	6,659
Saluda	1	25,000	500	2,000	27,500	5	3,400	100	325	3,825
Spartanburg	1	9,769	.....	.....	9,769	1	2,046	642	398	3,086
Union .....	..	.....	.....	.....	.....	3	1,100	.....	.....	1,100
Williamsburg	2	16,000	400	1,600	18,000	3	2,200	75	.....	2,275
York	2	18,000	.....	.....	18,000	5	2,839	350	.....	3,189
Total	58	\$1,525,589	\$44,450	\$116,039	\$1,686,078	116	\$466,215	\$13,157	\$24,018	\$503,390

TABLE NO. XXXII—VALUE OF ALL SCHOOL PROPERTY ACCORDING TO THE PURPOSE FOR WHICH IT IS USED—WHITE

County	BUILDINGS USED FOR ELEMENTARY SCHOOLS ONLY			Total Value of Ele- mentary School Property	BUILDINGS USED FOR HIGH SCHOOLS ONLY			Total Value of High School Property	BUILDINGS IN WHICH BOTH ELEMENTARY AND HIGH SCHOOLS ARE OPERATED			Total Value of Ele- mentary and High School Property Where Both Schools are Oper- ated in Same Buildings	Grand Total of all Ele- mentary and High School Property
	Value of Buildings	Value of Grounds	Value of Furniture and Fixtures		Value of Buildings	Value of Grounds	Value of Furniture and Fixtures		Value of Buildings	Value of Grounds	Value of Furniture and Fixtures		
	1	2	3	4	5	6	7	8	9	10	11	12	13
Abbeville	\$ 29,300	\$ 975	\$ 5,180	\$ 35,455	\$	\$	\$	\$	\$ 324,500	\$ 18,800	\$ 35,500	\$ 378,800	\$ 414,255
Aiken	384,600	20,750	40,425	445,775	295,000	21,000	32,000	348,000	253,000	8,750	16,800	278,550	1,072,325
Allendale	73,150	1,625	5,025	79,800	90,000	1,500	1,200	92,700	35,000	3,000	600	39,600	211,100
Anderson	865,250	57,325	93,000	1,015,575	701,600	61,750	75,700	839,050	127,500	9,200	13,400	150,100	2,004,725
Bamberg	98,300	8,750	12,475	119,525	113,700	8,500	12,000	134,200	46,000	3,000	3,000	52,000	305,725
Barnwell	187,450	17,600	25,575	230,625	266,000	6,000	28,600	300,600	.....	.....	.....	.....	531,225
Beaufort	79,700	8,300	15,550	103,550	115,000	5,000	16,000	136,000	91,500	3,900	10,200	105,600	345,150
Berkeley	131,350	7,230	13,440	152,020	80,000	5,000	9,500	94,500	40,825	1,300	4,865	46,990	293,510
Calhoun	41,500	645	4,925	47,070	75,000	3,000	5,000	83,000	83,000	6,532	11,750	101,282	231,352
Charleston	982,000	112,500	145,290	1,239,790	752,124	49,600	78,800	880,524	70,000	1,500	7,500	79,000	2,199,314
Cherokee	410,100	48,775	32,175	491,050	300,000	25,000	40,000	365,000	.....	.....	.....	.....	856,050
Chester	344,050	18,765	17,305	380,120	25,000	2,000	3,000	30,000	274,500	8,890	20,825	304,215	714,335
Chesterfield	254,150	13,200	31,675	299,025	128,200	10,500	16,000	154,700	210,200	26,250	38,730	275,180	728,905
Clarendon	76,300	4,410	14,090	94,800	57,700	2,800	8,199	68,699	95,000	5,500	8,500	109,000	272,499
Colleton	108,055	9,725	18,435	136,215	117,200	8,400	20,185	145,785	35,000	1,050	7,950	44,000	326,000
Darlington	256,859	16,075	28,771	301,705	320,010	3,000	36,049	359,059	70,000	2,725	7,800	80,525	741,289
Dillon	289,850	25,100	45,300	360,250	282,500	13,000	57,500	353,000	.....	.....	.....	.....	713,250
Dorchester	91,100	11,735	10,190	113,025	137,100	7,500	13,000	157,600	46,000	1,900	5,700	53,600	324,225
Edgefield	65,400	3,550	4,990	73,940	.....	.....	.....	.....	206,750	13,200	29,800	249,750	323,690
Fairfield	98,800	4,575	5,797	109,172	.....	.....	.....	.....	229,500	26,500	25,000	281,000	390,172
Florence	412,150	48,300	56,850	517,300	421,000	51,000	41,000	513,000	189,000	26,500	30,500	246,000	1,276,300
Georgetown	100,400	4,450	9,650	114,500	83,000	3,000	5,800	91,800	102,000	4,000	14,055	120,055	326,355
Greenville	1,179,020	155,550	131,003	1,465,573	900,000	72,500	115,803	1,088,303	840,460	52,000	71,875	964,335	3,518,211

Greenwood	393,900	41,950	56,000	491,850	244,000	30,000	30,000	304,000	240,000	12,000	28,000	280,000	1,075,850
Hampton	29,725	3,985	3,150	36,860	46,500	3,500	4,500	54,500	155,300	8,600	14,100	178,000	269,360
Horry	298,400	13,200	28,775	340,375	277,000	12,100	49,000	338,100	80,000	700	10,700	91,400	769,875
Jasper	63,500	1,800	4,550	69,850	40,000	1,000	3,500	44,500	48,500	1,500	7,300	57,300	171,650
Kershaw	504,000	22,900	31,100	558,000	140,000	5,200	9,950	155,150	101,500	2,750	12,000	116,250	829,400
Lancaster	108,425	11,450	12,020	131,895	9,550	1,500	3,750	14,800	605,100	63,850	82,688	751,638	898,333
Laurens	188,500	16,066	25,730	220,296	80,000	3,391	20,500	103,891	369,000	15,492	56,700	441,192	775,379
Lee	121,000	6,100	14,600	141,700	73,200	3,000	8,600	84,800	140,000	4,500	14,500	159,000	385,500
Lexington	435,200	24,475	41,950	501,625	490,000	42,500	79,500	612,000	45,000	2,500	5,400	52,900	1,166,525
McCormick	14,800	1,475	830	17,105	25,000	3,000	2,500	30,500	62,000	5,500	7,000	74,500	122,105
Marion	266,930	26,300	24,410	317,640	208,260	32,000	31,000	271,260	126,000	6,100	20,500	152,600	741,500
Marlboro	292,600	28,700	21,300	342,600	165,000	11,500	14,000	190,500	188,000	15,700	9,500	213,200	746,300
Newberry	269,500	37,175	27,020	333,695	251,000	22,000	32,372	305,372	261,300	15,125	51,850	328,275	967,342
Oconee	336,250	25,985	41,335	403,570	58,500	2,200	8,500	69,200	147,000	16,150	29,600	192,750	665,520
Orangeburg	466,685	54,325	76,023	597,033	306,000	17,300	45,200	368,500	191,000	28,700	26,850	246,550	1,212,083
Pickens	316,100	11,575	53,500	381,175	77,000	1,250	9,400	87,650	171,000	5,000	37,000	213,000	681,825
Richland	1,026,813	285,893	72,132	1,384,838	423,026	89,870	67,695	580,591	530,111	118,878	64,520	713,509	2,678,938
Saluda	85,000	4,800	12,950	102,750	25,000	2,000	3,500	30,500	55,000	1,200	8,500	64,700	197,950
Spartanburg	1,951,500	219,950	160,780	2,332,230	1,054,500	267,900	56,000	1,378,400	381,000	30,600	39,200	450,800	4,161,430
Sumter	141,899	9,345	19,035	170,279	332,442	14,000	13,473	359,915	130,091	5,100	17,271	152,562	682,756
Union	417,364	39,927	26,300	493,591	171,526	40,746	32,390	244,662	74,000	4,000	9,000	87,000	825,253
Williamsburg	100,400	5,950	10,600	116,950	52,000	2,500	5,500	60,000	141,000	5,250	20,450	166,700	343,650
York	498,300	47,800	46,500	592,600	345,800	23,600	48,500	417,900	240,000	7,000	18,900	265,900	1,276,400
Total	\$ 14,885,625	\$ 1,541,036	\$ 1,587,706	\$ 18,014,367	\$ 10,155,438	\$ 992,107	\$ 1,194,666	\$ 12,342,211	\$ 7,851,637	\$ 600,692	\$ 955,979	\$ 9,408,308	\$ 39,764,886

TABLE NO. XXXIII.—VALUE OF ALL SCHOOL PROPERTY ACCORDING TO THE PURPOSE FOR WHICH IT IS USED—NEGRO

County	BUILDINGS USED FOR ELEMENTARY SCHOOLS ONLY			Total Value of Ele- mentary School Property	BUILDINGS USED FOR HIGH SCHOOLS ONLY			Total Value of High School Property	BUILDINGS IN WHICH BOTH ELEMENTARY AND HIGH SCHOOLS ARE OPERATED			Total Value of Ele- mentary and High School Property Where Both Schools are Operat- ed in Same Buildings	Grand Total of all Ele- mentary and High School Property
	Value of Buildings	Value of Grounds	Value of Furniture and Fixtures		Value of Buildings	Value of Grounds	Value of Furniture and Fixtures		Value of Buildings	Value of Grounds	Value of Furniture and Fixtures		
	1	2	3	4	5	6	7	8	9	10	11	12	13
Abbeville	\$ 18,185	\$ 2,255	\$ 3,160	\$ 23,600	\$	\$	\$	\$	\$ 21,200	\$ 1,275	\$ 1,925	\$ 24,400	\$ 48,000
Aiken	60,150	3,445	4,825	68,420	15,000	200	1,000	16,200	40,000	1,800	6,000	47,800	132,420
Allendale	33,170	2,545	3,195	38,910	.....	.....	.....	.....	7,000	1,300	1,400	9,700	48,610
Anderson	114,275	14,375	11,950	140,600	9,800	.....	2,500	12,300	41,000	2,400	3,900	47,300	200,200
Bamberg	37,200	2,460	3,085	42,745	.....	.....	.....	.....	2,700	1,200	500	4,400	47,145
Barnwell	42,500	3,245	4,585	50,330	.....	.....	.....	.....	13,000	2,000	1,500	16,500	66,830
Beaufort	31,700	3,350	5,825	40,875	.....	.....	.....	.....	40,600	12,000	7,200	59,800	100,675
Berkeley	5,705	1,235	1,307	8,247	.....	.....	.....	.....	32,300	2,500	7,250	42,050	50,297
Calhoun	19,950	855	1,215	22,020	.....	.....	.....	.....	16,000	300	1,200	17,500	39,520
Charleston	475,350	43,125	60,625	579,100	.....	.....	.....	.....	85,500	21,000	20,000	126,500	705,600
Cherokee	15,450	2,925	2,125	20,500	.....	.....	.....	.....	72,500	2,500	3,500	78,500	99,000
Chester	35,775	1,238	2,130	39,143	.....	.....	.....	.....	30,000	2,225	2,800	35,025	74,168
Chesterfield	43,250	5,125	5,620	53,995	.....	.....	.....	.....	12,300	600	500	13,400	67,395
Clarendon	29,380	2,675	3,991	36,046	.....	.....	.....	.....	10,000	500	3,000	13,500	49,546
Colleton	46,555	1,545	4,625	52,725	5,150	.....	1,775	6,925	8,300	440	815	9,555	69,205
Darlington	45,739	3,640	3,330	52,709	3,700	.....	785	4,485	87,150	6,850	6,637	100,637	157,831
Dillon	30,800	3,150	3,900	37,850	.....	.....	.....	.....	38,300	5,600	4,700	48,600	86,450
Dorchester	10,250	1,120	780	12,150	.....	.....	.....	.....	18,000	2,400	2,600	23,000	35,150
Edgefield	23,145	2,725	2,057	27,927	.....	.....	.....	.....	26,800	2,975	4,325	34,100	62,027
Fairfield	12,900	3,125	3,220	19,245	.....	.....	.....	.....	29,220	2,000	3,625	34,846	54,091
Florence	89,925	10,450	11,200	111,575	.....	.....	.....	.....	85,450	7,500	14,170	107,120	218,695
Georgetown	1,875	380	351	2,606	.....	.....	.....	.....	10,000	5,000	1,800	16,800	19,406
Greenville	234,184	25,000	25,225	284,409	108,000	10,000	11,750	129,750	43,858	3,500	3,600	50,958	465,117

Greenwood	67,050	3,800	7,700	78,550	40,000	10,000	2,800	52,800					131,350
Hampton	21,230	3,130	2,345	26,705									26,705
Horry	57,100	3,425	5,725	66,250					36,000	1,300	6,000	43,300	109,550
Jasper	26,600	1,785	4,290	32,675									32,675
Kershaw	134,300	2,385	7,700	144,385	5,000	300	600	5,900					150,285
Lancaster	62,000	8,850	6,040	76,890	4,600		800	5,400	57,000	10,500	8,000	75,500	157,790
Laurens	24,345	4,415	1,940	30,700					47,500	6,550	7,510	61,560	92,260
Lee	9,821	2,415	488	12,724					24,964	550	1,941	27,455	40,179
Lexington	7,750	1,450	1,450	10,650					28,500	4,700	8,700	41,900	52,550
McCormick	8,284	2,387	1,045	11,716					2,800	1,200	400	4,400	16,116
Marion	64,825	6,000	7,095	77,920	20,000	500	2,000	22,500	28,300	1,200	5,800	35,300	135,720
Marlboro	66,900	6,700	6,000	79,600					76,000	5,700	6,100	87,800	167,400
Newberry	42,900	3,550	4,488	50,938	1,000	250	175	1,425	34,400	3,130	4,310	41,840	94,203
Oconee	13,750	2,080	1,500	17,330	400		800	1,200	22,100	4,000	5,850	31,950	50,480
Orangeburg	150,158	18,805	14,215	183,178					50,000	4,000	5,000	59,000	242,178
Pickens	38,200	1,825	2,680	42,705					13,000	1,200	3,500	17,700	60,405
Richland	301,977	34,559	20,469	357,005	214,440	12,656	10,182	237,278	15,500	600	1,400	17,500	611,785
Saluda	25,600	960	3,750	30,310					24,000	800	3,500	28,300	58,610
Spartanburg	158,250	35,485	15,595	209,330					66,000	6,000	2,700	74,700	284,030
Sumter	58,898	9,852	9,795	78,545					81,092	7,908	4,332	93,332	171,877
Union	65,350	8,450	6,950	80,750	28,700	5,000	6,128	39,828					120,578
Williamsburg	19,090	3,285	2,670	25,045	2,000	400	525	2,925	29,300	1,900	2,725	33,925	61,895
York	86,900	6,100	8,475	101,475	57,500	3,500	5,100	66,100	18,500	1,000	1,875	21,375	188,550
Total	\$ 2,968,691	\$ 311,681	\$ 310,731	\$ 3,591,103	\$ 515,290	\$ 42,806	\$ 46,920	\$ 605,016	\$ 1,426,134	\$ 150,103	\$ 182,591	\$ 1,758,828	\$ 5,954,947

TABLE NO. XXXIV.—TOTAL VALUE OF ALL WHITE AND NEGRO SCHOOL PROPERTY, ACCORDING TO TEACHER SIZE

County	ONE TEACHER SCHOOLS—WHITE					TWO TEACHER SCHOOLS—WHITE					THREE TEACHER SCHOOLS—WHITE					FOUR TEACHER SCHOOLS—WHITE					MORE THAN FOUR TEACHER SCHOOLS—WHITE					ONE TEACHER SCHOOLS—NEGRO					TWO TEACHER SCHOOLS—NEGRO					THREE TEACHER SCHOOLS—NEGRO					FOUR TEACHER SCHOOLS—NEGRO					MORE THAN FOUR TEACHER SCHOOLS—NEGRO					Grand Total Value of All White and Negro School Property		
	Number of One Teacher Schools	Value of Buildings	Value of Grounds	Value of Furniture and Fixtures	Total Value of All One Teacher School Property	Number of Two Teacher Schools	Value of Buildings	Value of Grounds	Value of Furniture and Fixtures	Total Value of All Two Teacher School Property	Number of Three Teacher Schools	Value of Buildings	Value of Grounds	Value of Furniture and Fixtures	Total Value of All Three Teacher School Property	Number of Four Teacher Schools	Value of Buildings	Value of Grounds	Value of Furniture and Fixtures	Total Value of All Four Teacher School Property	Number of More Than Four Teacher Schools	Value of Buildings	Value of Grounds	Value of Furniture and Fixtures	Total Value of All More Than Four Teacher School Property	Grand Total Value of All White School Property	Number of One Teacher Schools	Value of Buildings	Value of Grounds	Value of Furniture and Fixtures	Total Value of All One Teacher School Property	Number of Two Teacher Schools	Value of Buildings	Value of Grounds	Value of Furniture and Fixtures	Total Value of All Two Teacher School Property	Number of Three Teacher Schools	Value of Buildings	Value of Grounds	Value of Furniture and Fixtures	Total Value of All Three Teacher School Property	Number of Four Teacher Schools	Value of Buildings	Value of Grounds	Value of Furniture and Fixtures	Total Value of All Four Teacher School Property	Number of More Than Four Teacher Schools	Value of Buildings	Value of Grounds	Value of Furniture and Fixtures		Total Value of All More Than Four Teacher School Property	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	
Abbeville	7	\$ 5,900	\$ 265	\$ 1,180	\$ 7,345	4	\$ 9,400	\$ 310	\$ 1,600	\$ 11,310	2	\$ 10,000	\$ 250	\$ 1,400	\$ 11,650	1	\$ 4,000	\$ 150	\$ 1,000	\$ 5,150	7	\$ 324,500	\$ 18,800	\$ 35,500	\$ 378,800	\$ 414,355	37	\$ 4,085	\$ 695	\$ 860	\$ 5,550	4	\$ 8,700	\$ 250	\$ 1,100	\$ 10,050	..	\$	\$	\$	\$	\$	\$	\$	\$	3	\$ 26,900	\$ 2,675	\$ 3,125	\$ 32,400	\$ 48,000	\$ 462,255
Aiken	8	15,000	3,250	1,925	20,175	15	44,600	1,950	3,850	50,400	2	7,500	550	900	8,950	3	14,000	1,400	2,750	18,150	13	851,500	43,350	73,800	974,650	1,072,325	29	1,225	1,400	20,425	17	18,250	1,260	1,300	20,810	6	11,000	775	12,185	..	8,000	100	500	8,600	4	60,500	2,450	7,850	70,800	132,420	1,204,745		
Allendale	4	9,150	825	825	10,700	6,000	100	1,200	7,300	2	183,000	5,700	4,300	193,500	211,100	9	2,120	295	155	2,570	3	4,800	430	4,710	..	3,000	220	3,800	4,220	2	28,250	2,800	3,350	34,400	48,610	259,710						
Anderson	4	9,300	500	850	7,650	25	61,750	4,975	8,750	75,475	17	64,300	3,750	8,500	76,550	7	48,000	2,400	6,900	57,300	17	1,514,000	116,650	157,100	1,787,750	2,004,725	32	25,225	3,625	3,450	32,300	19	34,400	3,750	3,675	41,825	4	9,000	700	1,125	10,825	1	4,000	300	700	5,000	5	28,250	2,800	3,350	34,400	48,610	259,710
Bamberg	7	6,200	800	1,050	7,100	3	4,100	400	925	5,425	4	244,700	19,000	25,500	289,200	305,725	11	7,500	575	460	8,535	13	15,000	1,085	1,475	17,560	3	6,300	350	550	7,200	1	3,600	150	400	4,150	2	7,500	1,500	700	9,700	14,745	352,870
Barnwell	9	24,800	1,400	3,775	29,975	8	33,800	1,900	5,300	41,000	1	6,000	500	1,000	7,500	5	388,850	19,800	44,100	452,750	531,225	20	3,800	995	735	5,530	10	10,600	900	1,050	12,550	2	8,100	250	1,100	9,450	2	10,000	600	600	11,200	3	23,000	2,500	2,600	28,100	66,820	598,055
Beaufort	2	1,700	300	550	2,550	10,000	1,000	5,000	16,000	5	274,500	15,900	36,200	326,600	345,150	5	5,300	700	1,300	7,300	7	9,100	1,250	2,425	12,775	4	12,800	1,200	1,700	15,700	1	4,500	200	400	5,100	2	40,600	12,000	7,200	59,800	100,675	445,825
Berkeley	7	3,850	400	350	4,600	6	19,000	1,780	2,500	23,280	1	10,000	1,000	340	3,440	3	25,500	1,450	4,750	31,700	4	200,825	9,800	19,750	230,490	260,510	26	2,855	835	865	4,655	3	1,700	250	217	2,167	2	1,050	150	225	1,425	3	9,500	700	2,050	12,250	3	22,800	1,800	5,200	29,800	50,297	343,807
Calhoun	3	4,300	220	425	4,945	1	1,500	25	300	1,825	1	5,700	200	1,300	7,100	4	188,000	9,732	12,750	217,482	231,352	3	1,800	40	110	2,000	7	7,150	465	755	7,870	4	11,000	300	850	12,150	1	16,000	300	1,200	17,500	38,520	270,874	
Charleston	290	290	6	35,500	2,900	5,100	43,500	6	84,000	7,700	9,800	101,500	9	1,684,624	153,000	216,400	2,054,024	2,199,314	21	13,000	1,350	2,450	16,800	27	57,250	6,325	7,675	71,250	4	13,400	950	3,100	17,450	2	21,000	6,400	3,300	30,700	4	456,200	49,100	64,100	569,400	705,600	2,904,914
Cherokee	10	8,400	1,475	850	10,725	16	52,700	4,450	4,825	61,975	8	46,000	2,800	3,500	52,300	6	46,000	2,400	3,200	51,600	9	557,000	62,650	59,800	679,450	856,050	15	3,500	1,650	500	5,050	11	8,950	1,375	1,025	11,350	1	1,400	100	100	1,200	2	74,500	2,900	4,000	81,400	99,000	955,050	
Chester	18	29,850	565	1,755	32,170	5	24,700	455	1,275	26,430	2	14,000	480	750	15,230	12	575,000	28,155	37,350	640,505	714,335	30	9,725	333	535	10,593	14	12,550	480	970	14,000	4	6,000	275	375	7,050	1	3,600	50	125	3,775	3	33,500	2,325	2,925	38,750	74,168	788,503
Chesterfield	8	10,700	550	925	12,175	16	45,950	1,850	5,550	53,350	10	62,900	2,300	6,400	71,600	4	29,100	900	4,500	34,500	10	443,900	44,350	60,350	557,280	728,995	12	7,250	1,915	670	9,835	10	15,500	1,690	1,200	18,390	2	4,500	300	1,100	5,900	4	16,000	820	2,550	19,370	1	12,300	1,000	600	13,900	67,395	796,200
Clarendon	1	600	10	90	700	9	27,700	1,300	3,400	32,400	3	19,500	600	3,100	23,200	5	181,200	10,800	24,199	216,199	272,499	27	3,500	740	630	4,930	18	4,430	735	551	5,716	9	5,650	525	650	6,825	3	8,600	350	700	9,650	4	17,200	825	4,400	22,425	49,546	322,045
Colleton	11	19,425	1,125	2,640	23,190	12	27,940	2,500	4,400	34,740	5	13,050	800	3,625	17,475	6	199,340	14,750	35,965	250,595	326,000	33	12,180	160	835	13,175	12	20,875	585	1,830	23,290	6	7,500	200	560	8,260	1	4,300	350	540	5,190	2	15,150	3,900	3,450	19,200	69,205	335,205
Darlington	9	29,690	2,875	3,615	36,180	6	44,559	1,375	5,671	51,605	4	25,960	3,825	4,057	33,842	7	546,660	13,725	59,277	619,662	741,289	7	4,865	550	398	5,813	9	19,744	1,390	1,230	22,364	4	398	650	645	14,895	3	6,850	250	785	7,885	4	91,530	7,600	7,694	106,874	157,831	899,120
Dillon	3	5,200	800	700	6,700	8	30,400	3,200	5,200	38,800	1	12,000	400	2,000	14,400	4	44,800	2,300	5,800	52,900	5	479,550	31,400	89,100	600,450	713,250	3	3,200	250	350	3,800	8	19,900	2,000	2,050	23,950	4	9,900	900	1,700	12,500	2	7,200	800	1,200	9,200	4	28,900	4,800	3,300	37,000	88,450	799,700
Dorchester	6	4,000	635	500	5,195	4	10,000	1,100	1,130	12,230	1	1,500	1,000	500	3,000	5	258,700	18,400	26,700	303,800	334,225	2	700	75	50	825	4	2,750	155	130	3,035	3	6,200	490	500	7,190	2	18,600	2,800	2,700	24,100	35,150	359,375	
Edgefield	7	4,100	500	415	5,015	6	16,550	1,050	1,475	19,075	2	16,500	700	1,400	18,600	7	235,000	14,500	31,500	281,000	323,690	36	8,450	1,585	615	10,650	12	4,995	725	317	6,037	1	1,500	90	150	1,740	1	2,500	200	500	3,200	4	32,500	3,100	4,800	40,400	62,027	385,717
Fairfield	3	1,500	125	200	1,825	3	7,300	450	675	8,425	7	319,500	30,500	29,922	379,922	390,172	39	4,275	1,335	2,700	7,700	15	2,100	690	565	3,355	1	2,090	725	290	4,640	4	2,900	375	275	3,550	1	29,220	2,000	3,626	34,846	54,091	444,263
Florence	4	8,000	700	800	9,500	13	30,500	2,700	4,000	37,200	13	58,000	4,300	9,600	71,900	8	35,500	2,800	6,400	44,700	18	890,150	115,300	107,550	1,113,000	1,276,300	11	6,975	1,290	1,300	9,475	19	14,450	2,350	2,500	19,300	7	16,500	1,400	1,690	19,590	6	19,500	1,800	2,500	23,800	6	117,350	11,200	17,470	146,620	218,695	1,494,995
Georgetown	1	1,600	200	200	2,000	1	800	200	800	1,300	1	5,000	350	900	6,250	8	278,000	10,700	28,105	316,805	326,355	5	1,111	195	166	1,411	1	25	100	65	100	2	1,100	175	120	1,395	2	10,000	5,000	1,800	16,800	19,400	345,761	
Greenville	13	7,600	1,400	1,350	10,350	32	79,500	13,100	8,749	101,349	22	111,900	14,800	11,750	138,450	13	76,500	11,000	7,950	95,450	50	2,643,980	239,750	288,882	3,172,612	3,518,211	17	14,284	2,400	1,775	18,459	22	40,100	4,400	4,350	48,850	7	18,000	3,40														

